

The BUSINESS EDUCATION World

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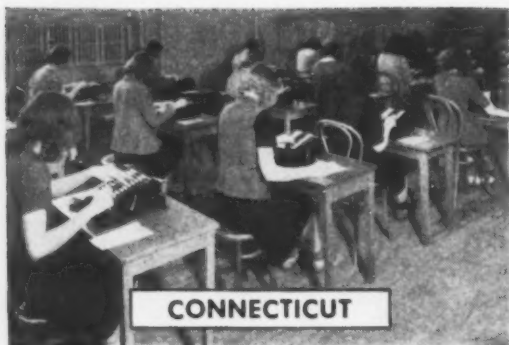
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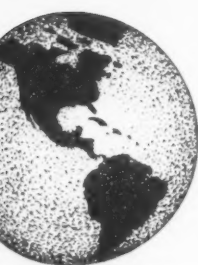
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The **BUSINESS** **EDUCATION** *World*

XXI

OCTOBER, 1940

No. 2

The Crisis In Instructional Equipment

ERNEST HORN

[EDITOR'S NOTE—Some time ago, the BUSINESS EDUCATION WORLD published an article by Dr. Horn in which he pointed out the critical deficiencies in the instructional equipment of the public schools. Since then, these deficiencies appear to have increased rather than diminished. The instructional equipment in the vast majority of the schools in the United States is so grossly inadequate as to hamstring the efforts of even the best teachers.

In this article by Dr. Horn and the companion article by Dr. B. R. Buckingham, the devastating effects of this crisis upon both teacher and pupil are graphically described. If these two authoritative statements are given thoughtful reading by those responsible for the selection of instructional equipment, we feel sure that the necessary steps will be taken to remedy this deplorable condition.]

AS the general theme assigned me is "The Textbook in American Education," and as the space is limited, I will confine what I have to say to the use of the textbook and other instructional equipment in teaching geography, history, and other social studies. What is true of the social studies, however, is true also, to a greater or lesser degree, of other subjects in the curriculum. My thesis will be that the textbook is at present an indispensable part of instructional equipment, but *only a part*.

Whatever may be the strengths or weaknesses of the textbook as a means of instruction, it has in practice been a controlling factor in teaching in the United States for more than a hundred years. The extensive use of the textbook in this country is often referred to by European writers as "the American method," in contrast with other methods, chiefly oral, that are more commonly encountered abroad.

Textbook Essential in American Education

The textbook and the methods of teaching that accompany its use have been the subject of much criticism by various national committees, but the reports almost always end with the admission that the textbook is essential under our conditions. The Committee of Ten, which, in 1892, condemned "the dry and lifeless system of instruction by textbook," concluded, nevertheless, in its report that:

Textbooks must continue to be used, but they should be carefully selected, and the pupil should have the constant use of at least two different books; the recitations upon them should not consist of an historical catechism, but should be made up of suggestive questions requiring a comparison and combination of different parts of the pupil's material. . . .

Various subsequent committees, while recommending the introduction of collateral reading, have advised the retention of the textbook as an essential part of instructional

equipment. Edmonson, chairman of the committee of the National Society for the Study of Education, which, in 1931, produced the yearbook on the textbook in American education (Thirtieth Yearbook, Part II), concludes:

In view, then, of the importance of the textbook in our scheme of education, it is apparent that one of the most effective ways for improving the content and method of instruction is to place better textbooks in the hands of teachers and pupils.

This conclusion is amply justified by the conditions prevailing in our schools with respect to teaching methods, instructional equipment, and the training of teachers.

A large number of investigations of current teaching practices have shown that some form of the question-and-answer recitation, based largely on the textbook, is still the dominant method of teaching in American schools. Regardless of the merits or demerits of this practice, one needs to be romantically optimistic to expect that it will vanish in this generation. The textbook is still the chief item in the instructional equipment of most schools; and few schools, indeed, make adequate provision for collateral reading.

The Aims of American Education

The majority of teachers are not sufficiently trained to conduct instruction after the manner of many European schools, in which the teacher is the chief source of information and guidance. This European practice, moreover, is contrary to the ideals in American education, which stress the development of the ability to work independently, with authoritative sources of information. In the achievement of this ideal, the production and proper use of textbooks and collateral reading are matters of the greatest importance. Since the majority of teachers use textbooks either alone or in conjunction with collateral references, attention should be called to what the text does and does not contribute.

The criticism of textbooks has been a favorite pastime of the teaching profession for several generations. Textbooks are

charged with being too abstract and difficult, with maintaining a lag between modern knowledge and instruction, and, by a small but aggressive minority, with being identified with the teaching of "subjects." All these criticisms have an element of truth in them.

Texts on Different Levels of Difficulty

Textbooks in such subjects as geography, hygiene, history, and science are difficult, if not impossible, to understand unless supplemented by more detailed and concrete sources of information. It is impossible, therefore, to do good teaching in so-called content subjects on the basis of a single textbook. These books must be supplemented in many ways, the most important of which is by the use of what have been called collateral or supplementary readings. Such readings are more properly regarded as basic, since they contain the concrete data that make thoughtful learning possible. This does not mean that the textbook is to be displaced; its function is to give an organization to knowledge that has been procured elsewhere. In order to make desired organizations stand out, it has sometimes been urged that the size of textbooks should be reduced, provided, of course, they be used in conjunction with basic or collateral readings.

The limitations that apply to one textbook apply almost equally well when two or more texts are used in the place of one. Henry Johnson rightly calls this the height of futility, for while the use of two or more texts may do something to offset the memorizing of the pattern of the presentation in a single text, it does not provide the concrete experiences that are necessary for understanding and the elimination of verbalism. It is possible that two or more textbooks of different levels of difficulty might be used advantageously to provide for individual differences in reading ability; but, as will be shown later, it seems probable that the best adjustment to individual differences can be made by supplying collateral or basic readings appropriate to different levels of ability.

It is easy to overemphasize the deficiencies of textbooks. In comparison with courses of study, they are far less abstract and far more explicit; they are more competently made; the organization and sequence are better; and the references appended to the various sections are, as compared with those in courses of study, distinctly superior. The average textbook is far sounder, pedagogically and from the point of view of scholarship and up-to-dateness, than the average course of study; and the best textbook is probably better from any of these points of view than the best course of study. Undoubtedly, the worst textbook is far from being as objectionable as the worst course of study in content, in organization, or in the methods of teaching recommended.

The use of the textbook should not be identified with the teaching of traditional school "subjects" alone. This identification has been justified in the past because "subjects" have been dominant in the course of study, but textbooks might be prepared for any type of "units," "problems," or "activities." As a matter of fact, publishers have long furnished just such books; and, indeed, textbooks have been provided for many types of organizations that extend throughout a term or school year and that are given labels different from those attached to traditional school "subjects." On the other hand, traditional "subjects" have been taught on a nontextbook basis.

Texts Precede Curriculum Building

Textbooks will undoubtedly be written for any content or organization, traditional or otherwise, that is recommended by an authoritative committee and that is acceptable to the teaching profession. These textbooks will, moreover, probably be the basis for instruction in most school systems. Changes in our courses of study are needed and are certain to come as a result of changes in our social circumstances and as a result of increments to and re-evaluations of the social heritage. It will be tragic if these new problems and new evaluations are presented to children in any way except through the contribution of competent

scholars in the various fields, working in co-operation with competent members of the teaching profession.

It is exceedingly wasteful, and it may even be dangerous, to introduce new units or new organizations into the course of study of any school until adequate instructional equipment has been made available. Unless such material is provided, teachers and pupils flounder, and instruction is deficient in soundness of scholarship as well as in organization. For this reason, one must view with considerable concern the present vogue of local curriculum making. Local courses of study have been produced by the thousands in the past few years; and, in spite of much borrowing back and forth, their diversity and instability make it difficult for publishers to produce and distribute profitably the necessary instructional equipment. Such diversity cannot be justified either on the basis of local needs or on the basis of competency of local groups to make courses of study.

Publishers Will Meet the Demand

The first step in obtaining adequate instructional equipment would seem, therefore, to be the removal of unnecessary divergences in curriculum making. I have no doubt that, when a sufficiently large demand is created for any type of instructional equipment, publishers will gladly and promptly meet the challenge of providing it.

There is one important matter with which both publishers and teachers have been much too little concerned: the adaptation of instructional equipment to differences in the abilities of pupils. There is no way of adjusting to individual differences that is so practicable, so immediately at hand, and so sure of success as the provision of instructional equipment that extends over a considerable range of complexity and reading difficulty.

Teachers, supervisors, and textbook makers have been led astray by their belief in the myth of the second-grade child, or the fifth-grade child, or the seventh-grade child. Children at any grade level vary enormously in mental age and in reading

ability. The only certain statement that can be made about a fifth-grade child is that he is in the fifth grade. There is no such thing as a relatively narrow range of ability in any subject that can be described as characteristic of second grade, or fifth grade, or seventh grade. Even in school systems where research bureaus have paid special attention to the grading and grouping of children, it is common to find that the highest fourth of the pupils in a given grade are superior in achievement (for example, in reading ability) to the average of the grade above, and that the poorest fourth of the students in the grade are inferior to the average of the grade below.

Texts Should Match Pupil Differences

A similar range in overlapping is found in mental ages, which have been much stressed both in the grouping and in the grade placement of students. For example, in Dr. Bird Baldwin's study of 557 cases sampled from the fourth grade of representative school systems, the range of mental ages was from six years old to fifteen years old. The lowest mental age in these fourth grades was as low as that discovered for any child in a similar sampling of third-grade children; the highest mental age happened to be as high as any possessed in a similar sampling of fifth-grade children. More than a fourth of the 557 fourth-grade children had mental ages that were as high as, or higher than, the median of fifth-grade children; more than a fourth of them had mental ages that were lower than the median age of third-grade children.

It seems logical, therefore, that such differences should be matched in any class or in any grade by instructional equipment of a similar range. The minimum range of difficulty for any intermediate grade or any grade beyond should be at least three years. This means not one book upon a topic or subject, but three or more. Even this range would leave many children with books either too hard or too easy. For example, a book fitted to the median reading ability or the median mental age of the fourth-grade child would be too easy for some second-grade children and too hard for

some sixth-grade children. No matter pertaining to instructional equipment deserves greater consideration, both by superintendents and by publishers, than this proposed provision for individual differences.

A word should be said, in passing, about one difficulty that confronts the schools in providing supplementary or collateral reference materials. A considerable amount of money is wasted through the purchase of whole books, most of which are of no use, in order to get a few pages bearing on some one problem.

There are two ways of alleviating this difficulty: first, by publishing small books or pamphlets dealing with single units; and, second, by publishing volumes of assembled references, as suggested in the recent yearbook on the teaching of geography. The former plan would probably allow for more elastic adjustment to instruction; the latter would probably be more systematic and more economical. Neither of these plans is entirely new. The publication of books on small units has been going on steadily for many years, and should receive new impetus because of the interest created in the pamphlets put out under the auspices of the American Council on Education, under the direction of Dr. Judd. Source books have been made for many years, but most of these fall far short of the completeness and systematic arrangement that was apparently in the minds of the geography committee who produced the recent yearbook.

Insignificant Amount Spent for Texts

In conclusion, it should be pointed out that the meagerness of instructional equipment in the United States at the present time is a disgrace. Such equipment is necessary for training students even under the most expert teachers, and under the poor teacher it is the pupil's only hope. Even in the most prosperous times, the amount spent for textbooks and reference materials was an insignificant part of the total school budget. Recent reports of certain school budgets indicate an expenditure for instructional material that is as low as one-half of 1 per cent of the whole budget. Expenditures as

low as 1 or 2 per cent are very common.

It is clearly impossible to attain even the most restricted list of modern educational objectives with such impoverished equipment. The course of study is changing; important new data should be made available; soundness of thinking is demanded as never before; classes are larger; and the quality of teachers is likely to be decreased by false programs of economy. Each and all of these factors increase the importance

of adequate equipment in the way of textbooks and collateral readings. The need for more and better reference materials is especially great. It would be conservative, I think, to say that we should now spend at least twice as much for such equipment as was spent in the most prosperous times. Undoubtedly, the expenditure for instructional materials should be the last item to be cut, even when economy requires that the budget be rigidly limited.

A Crisis and an Opportunity

B. R. BUCKINGHAM

RECENTLY, I heard a panel discussion on the use of the textbook, a discussion in which four teachers of the social studies participated. Three of the four favored the use of textbooks in different ways and to varying degrees, but the fourth bluntly declared he would "throw them all out of the window." He was a callow youth, starry-eyed, precocious, and very sure of himself—a fine teacher, I was told, in the private school where all his teaching had been done.

The other members of the panel seemed surprised, not to say shocked, at the uncompromising attitude of their colleague. Straightway they began to try to gloss things over. He really meant so-and-so, didn't he? And he admitted, didn't he, that under practical conditions concessions would have to be made? But no, the young man had spoken. He had the answer, and he maintained it with the air of one who, in defense of a principle, never yields and never suspects. Yes, sir, he would throw them all out of the window. "Out of the window, mind you; if they were thrown out of the door, they might steal back."

Textbooks Necessary for Literary

This position is provably untenable. If the textbook were banished from our schools, our educational program would be permanently and irreparably injured.

In the first place, children could not, ex-

cept occasionally, learn to read. They could only rarely acquire the mechanics of reading; and they would be even less likely to master the more mature skills without which reading is ineffective. Children learn to read by reading; they learn to use books by using books.

If one big task of the school is to assure literacy *on a national scale*, then the textbook cannot be thrown out of the window. A few individuals may be taught to read without it, but the school as a democratic institution is not and cannot be satisfied with a policy so narrowly conceived. The real problem in reading, as in other fields, is not how to get along without books in the hands of children, but rather how to obtain more and better books and to use them more competently.

The Textbook a Timesaver

In the second place, the textbook saves money. Fanatics and dreamers apart, most educators admit that there is a limit to what the community can afford for schools. The limit may or may not be approximately the amount now expended. That is not the question. The question is: Can the state afford an indefinitely expanded school budget? That is what a bookless school means. It means, let us say, not more than ten learners to a teacher, with every teacher highly selected, highly trained, and highly paid.

The basic terms of the educational problem are these: First, the number of learners in schools and colleges each year is something over 25,000,000. Secondly, for the guidance and instruction of these learners there are: (a) upwards of a million teachers at \$1,400 a year—about one for each 25 learners; and (b) perhaps 50,000,000 or 60,000,000 books a year at 60 or 70 cents each—about two a year for each learner—plus a small amount of other instructional materials.

Thus the learning agencies are two and only two—the teacher and the instruments of instruction. The latter consist so overwhelmingly of textbooks that we may without much inaccuracy say that the two factors in addition to the learner are the teacher and the book.

I am not losing sight of learning by direct experience—by contact with things both in school and outside of it. Such experience is of inestimable value when it is available. In our complex civilization, however, with its long heritage and its highly organized institutional operations, the task of the school cannot be accomplished by invoking direct experience. There is, simply and literally, too much to be learned. The bulk of this learning must be attained by indirect experience; that is, by the spoken word (the teacher) and the written word (the book).

Now all are agreed that the textbook makes the teacher's work easier. Conservatives and progressives are at one on this point, diverging only in the deductions that they draw from it.

What do we mean by "easier" for the teacher? Does not our meaning include, among other things, the-same-results-with-less-effort and greater-results-with-the-same-effort? And what are greater results? Clearly, they are better learning on the part of more learners—that is, of more learners to a teacher.

It appears, therefore, that, with the existing amount and quality of learning and with the present purchase of two books a year for each student, the number of students to a teacher is pegged at about 25.

Suppose *three* books to a student were provided, thus perhaps increasing the total

book purchases to 90,000,000 instead of 60,000,000. Would not the admitted reduction in the teacher's effort permit a larger number of learners to a teacher at the present standard of learning? Alternatively, would it not also permit a better standard of learning with no increase in the ratio of pupils to teachers? In either case, the *efficiency* (ratio of results to cost) would be enhanced.

Admittedly, this is speculation. Yet it is plausible as soon as it is conceded that textbooks reduce the efforts of teachers. The suggestion—reasonable in the absence of evidence to the contrary—is that, since the external agencies of learning in school are the teacher and the book, the more you have of the one, the less you need of the other.

I have said "in the absence of evidence to the contrary." The fact is that we have no evidence at all. Our present practice of buying \$30,000,000 or \$40,000,000 worth of books a year—less than 2 per cent of the total educational budget—may or may not be desirable. On the other hand, perhaps we should be spending 4 or 5 per cent of our budget for textbooks. No one knows. This is one aspect of the textbook question—and there are others—that for some unexplained reason has failed to engage the attention of research workers.

Textbooks Determine Quality of Course

In the third place, the textbook assures a high-grade course, well organized and competent. I shall not enlarge upon this phase of the question, as Dr. Horn has done so in an accompanying article. I shall content myself with saying that, just as in the early days of poorly trained teachers the schoolbook was needed as a guarantee of scholarship, it is needed today for the same reason. The scholarship of teachers is indeed higher than it used to be, but the scholarship demanded by the school has advanced even more rapidly. The old gap is not closed, and it seems unlikely to be closed. The personal scholarship of the average teacher is further behind the need than ever before.

In the elementary school, for example,

teachers usually know only the geography they learned as children in Grades 4 to 7. In arithmetic, the condition is the same. Indeed, the greatest obstacle in developing the new program in arithmetic is not the textbook but the teacher. In science, teachers are almost helpless as they witness the phenomenon of a new subject entering the curriculum of the elementary school.

The Textbook as an Aid to Personal Teaching

In the fourth place, although I should be the last to discount the value of personal teaching, I do insist that, as an aid and a support to personal teaching, the book has certain advantages that must not be lost.

For example, when a student is learning from a book, he can control his rate of learning—he can read slowly or rapidly according to his own needs and purposes. On the other hand, when he learns from a teacher, he must, for better or worse, accept the rate of presentation chosen by the teacher.

Again, the learner from a book can go back and reread material already examined, either for verification or review or for the purpose of relating it to new material. He may even refer to material not yet read for its bearing on his present reading. Indeed, most textbooks by their indexes and footnotes facilitate references both backward and forward. No such cross-references are practicable in learning from personal teaching.

These are only two of the ways in which learning from a book has the advantage over learning from a person. Others have to do with the greater ease of note taking and of making outlines from a book; with the superior accessibility of the book and its low cost; and with the permanence, precision, and certainty of printed material. Without, therefore, belittling the advantages of the spoken word, we assert certain unique advantages for the written word. Most of these advantages arise from the fact that with a book the control of the learning is in the hands of the learner (where on any admissible theory of learning it should be), whereas with personal teaching—and, I may add, with teaching by motion picture

or radio—the control is outside the learner and is therefore imposed upon him.

I have said that textbooks are needed in the schools, and that they may be needed in greater numbers than we have hitherto supposed. I have noted that without the textbook most children would not learn to read; that the textbook can be employed to save educational expenditure; that the textbook assures the learner a competent course; and that learning from a book possesses unique advantages. Let us demand more and better textbooks; let us select them more wisely; let us train our teachers both before and in service to make better use of them; let us *not* throw them out of the window.

Reprints Available

A reprint of the foregoing articles by Dr. Horn and Dr. Buckingham may be obtained free from THE BUSINESS EDUCATION WORLD. Please send an addressed, stamped No. 10 envelope.

EDUCATION for the Common Defense" is the general theme for the twentieth annual observance of American Education Week, November 10-16, 1940. No theme could be more appropriate to the present period. This occasion offers an unparalleled opportunity to interpret the contribution of the schools to the common defense of the American way of life.

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- November 16:* Building Economic Security

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THE STORY OF SHORTHAND

The Evolution of Shorthand Principles—II

JOHN ROBERT GREGG, S.C.D.

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6. Adoption of Facile Characters for Vowels

THE sixth step in the development of shorthand construction was a very slow and halting one. It was toward the expression of the vowels by more facile forms than were assigned to them in the older systems. In the earlier systems the expression of vowels by strokes was so clumsy that it is not surprising that some of the early shorthand authors (Samuel Taylor, for example) went to the other extreme of omitting them, or at most expressing any vowel by a dot. This plan, in time, resulted in attempts to provide more definite expression of the vowels by dots and dashes.

After the death of Samuel Taylor, two very cheap and popular editions of his system were published by George Odell (1812) and by William Harding (1823). The only change of importance made by these authors was in the representation of the five vowels by dots and dashes, thus:

a e i o u
· · · · ·

GEORGE ODELL

ˆa ˆe ˆi ˆo ˆu

WILLIAM HARDING

The manner in which the vowels were distinguished by the position in which they were placed alongside the consonant will be clear from the following illustrations given in Harding's book:

at ˆi et ˆe it ˆi ot ˆo ut ˆu

Mr. Harding, in his "Rules for Writing," said: "A vowel may occasionally be inserted in the middle of a word . . . the first vowel after the consonant may be distinguished by striking the consonant from the vowel's place: *a* may be considered above the line; *ei* on the line; *ou* below the line: but in the hurry of following a speaker, it cannot possibly be attended to. Some of these Rules are only given for beginners. The principal difficulty which young persons experience is, the omission of the vowels."

In those leisurely days, when shorthand was studied for the most part by highly educated and studious persons as a useful accomplishment, or was studied over a series of years by a few persons for professional reporting, the absence of vowels was not so keenly felt as in our day. After much laborious practice, well-educated persons and trained reporters could sometimes tell instinctively when it was wise to insert a vowel; or, if a vowel were omitted, they could often determine from the context, or from memory, what the word should be, even when the "consonantal skeleton" represented a dozen words.

In more recent times, when shorthand has been studied for the most part by young persons for use in business, the ridiculous mistakes that have been made on account of the omission of vowels in the shorthand forms have emphasized the importance of a more adequate expression of them. Young writers do not have the education, discrimination, or maturity of judgment necessary to enable them to "guess" correctly which word out of a possible dozen or more represented by the same "consonantal skeleton" was dictated. It was this factor, more than any other, that gave vitality to the demand for a more definite expression of the vowels than had prevailed. It became obvious that if the vowels were to be incorporated in

the outline, they should be represented by the smallest and most facile characters; otherwise, the frequency of the vowels would render the word forms lengthy and ungainly.

This idea was felicitously expressed by Mr. Duran Kimball:

"Consonants are to a word what the bones are to the body—the large, strong framework. Vowels are to words what the flesh is to the body: they give to them form, flexibility, volume. It is desirable that two classes of sound should be represented by letters readily distinguishable; to the consonants should be assigned large letters, and it is best that the vowels should be represented by small letters."

In harmony with this reasoning, circles and hooks were eventually adopted for the representation of vowels — Stackhouse (1760), Blanchard (1786), Conen de Prépeán (1813), Aimé Paris, Duployé, and others. It was difficult for authors of English systems who had been accustomed to the omission of the vowels to forego the use of circles and hooks to represent—at least as alternative signs for the alphabetic characters—frequent consonantal sounds such as *s*, *r*, *l*. Many authors attempted to retain the circles and hooks for consonants and to use joined ticks, dashes, and even strokes for the vowels, producing systems in which the writing was extremely ugly and lengthy.

7. Allocation of Circles and Hooks According to Values of Sounds and Signs

The seventh step was the recognition of the fact that, if the smallest and most facile signs—circles and hooks—were used to express vowels, they should be allocated in accordance with the comparative frequency of the vowels and the comparative facility of circles, small and large, and of hooks.

Following the lead of Stackhouse (1760), nearly all the authors of joined-vowel systems, in which circles and hooks were used to express vowels allocated the most facile of the signs—the small circle—to *a*, and the next most facile sign — the large circle—to *o*, and the less facile hook to *e*, al-

though *e* was manifestly much more frequently used than *a* or *o*. Doubtless, the use of the large circle for *o* was suggested by its resemblance to the longhand *o* without regard to its facility or frequency value. This unscientific allocation of the material applied also to the hooks. The study of longhand motion disclosed the fact that the undermotion used in writing the letter *u* in longhand was more facile than the upward motion used in writing the longhand *u*; but this point had been disregarded in the allocation of the vowel signs in most joined-vowel systems.

It should be noted, however, that it was only with the appearance of systems based on the longhand slope, in which the vowels were represented by circles and hooks, that any attention was paid to the teachings of longhand as a guide for evaluating the comparative ease with which various characters are written. As long as the geometric style prevailed, the facility values of hooks in various directions did not receive serious consideration.

The history of vowel representation may be summarized as follows:

Under "Disjoined Vowels," we might trace the use of the disjoined signs for vowels, beginning with the dot for *i* in Rich (1646); then the use of "commas" as well as dots, Mavor (1780); and the gradual substitution of dashes for "commas"; the placing of dots in different positions with relation to the consonants—at first in five positions, (Byrom—1720) later reduced to three; the formulation of rules governing the use of these dots and dashes before and after consonants; and the extension of the phonetic principle to the dots and dashes expressing the vowels and diphthongs.

Under "Vowel Indication," we might begin with Tiro's method of writing the characters for consonants at different angles to express vowels and trace the evolution of the expedient through Gurney's "vowel modes" (adopted, in part, by Professor Everett in 1852); through Pitman's method of indicating—in the case of a few characters only—where a vowel occurred by writing some letters upward to show that a

vowel followed it and other strokes downward to show that a vowel preceded it; through Melville Bell to Pocknell, Valpy, Browne, and others who extended this expedient to *all* consonants. As all the purely "vowel-indication" systems have passed away, it is hardly necessary to discuss them. None of them did more than indicate *where* a vowel occurred; and any method that does not indicate not only where a vowel occurs but also what the vowel is, or approximately what it is, has no chance of consideration in these times.

Another attempt at vowel indication was that of writing words in various positions with relation to the line of writing. The Pitmanic systems placed words in *three* positions, each position being supposed to "indicate" that one of about five vowels or diphthongs occurred somewhere in the word. This number was extended to *five* positions (one position for each vowel of the ordinary alphabet, and the diphthongs) by J. George Cross (1878), a plan that was

adopted by a number of authors—McKee, Byrne, Chartier.

Under "Joined Vowels," we might trace the evolution of joined-vowel systems from stroke forms, beginning with Tiro, on through Willis and others; the gradual substitution of simpler forms, beginning with the use of the circle by Stackhouse in 1760 and Blanchard in 1786, leading to the adoption of the circles, hooks, and loops by Conen de Prépeán (1813), Aimé Paris, Duployé, and others as the most facile and logical material for the expression of the vowels. Later, many English and American systems readopted this principle, largely through the partial success attending the publication of adaptations of the French system of Duployé to English. Still later, with Gregg Shorthand, came the use of the circles, hooks, and ovals for the expression of the vowels in accordance with the facility value of the material and the frequency value of the vowels represented.

(To be continued)

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News from the University of Pittsburgh

S. J. WANOUS, head of the department of business education at the University of Arizona, was awarded the degree of Doctor of Philosophy by the University of Pittsburgh in August. Dr. Wanous is the author of two books on secretarial training and has contributed a number of articles to current publications.

H. H. GREEN, formerly assistant professor of business education at State Teachers College, Portales, New Mexico, has been appointed instructor in business education at the University of Pittsburgh. Mr. Green studied at the University last year on a teaching fellowship. He is working toward the doctor's degree.

T. JAMES CRAWFORD, formerly instructor in business education at the Johnstown (Pennsylvania) Center of the University of Pittsburgh, has been appointed instructor in the Woman's College of the University of North Carolina, Greensboro, where he will work under the direction of Dr. McKee Fisk.

Mr. Crawford received his degree of Master of Arts at the University of Pittsburgh in August. He made a study of the frequency of use of the prefixes and suffixes in Gregg Shorthand.

FRANK E. LIGUORI, for the past two years an instructor at Business Training College, Pittsburgh, has been appointed an instructor in business education at the Johnstown (Pennsylvania) Center of the University of Pittsburgh.

TEACHING FELLOWSHIPS have been awarded by the University of Pittsburgh, for study toward the Ph.D. degree in commercial education, to James O. Thompson, of the University Preparatory School and Junior College, Tonkawa, Oklahoma, and R. L. Steiner, for the past five years instructor of business education in the American College at Teheran, Iran.

Professor D. D. Lessenberry is in charge of the University's commercial-teacher-training courses.



Let's Rattle the Keys

BERNICE

C.

TURNER

FEW of us realize the importance that speed in typewriting has assumed in the business world today. Last spring a girl was taken from one position as secretary to the president of a large corporation and made secretary to the president of another one. Given a test in the employment department, this girl revealed a speed of 106 words a minute in typewriting, and she obtained the position at a very high salary, even though she could not pass the required shorthand test. The company gave her one month to get her shorthand up to a higher speed before she was required to take any dictation from the president.

Typing speed may not have been the all-important factor in the choice of that applicant, but I am inclined to believe the company officials were more than ordinarily impressed by her typing skill.

I have noticed that most businessmen are greatly impressed with one's ability to "rattle the keys." There is something fascinating about a person's being able to type at a speed above the average. One famous engineer never tires of telling people that he had to send out and have his typewriter adjusted for a temporary stenographer whose typing "sounded like machine-gun fire." The odd thing is that, although he had to dismiss the girl because of her disagreeable disposition, he is still lost in admiration of her typing speed. Most people are unduly impressed by what they cannot do themselves, and the typist should not overlook the fact that *speed* will impress almost any businessman, provided that accuracy and arrangement of the finished product are up to accepted standards.

Ostentation is a cheap method of drawing attention to one's ability; but I have found that, when a person sits down at a typewriter to take an examination, he is wise if he can let the other fellow *see what he can do*.

Years ago in Wall Street, if our secretary happened to be busy at the time a daily letter of confirmation had to go out, I would go into the main office and write it myself. The receptionist, who was an old man, frequently used to stand next to my typewriter and admiringly remark, "You're the only one of these girls who can work a noiseless typewriter without any noise."

I felt flattered at that time, but when I began working on a free-lance basis, I found that other men thought I wasn't doing anything. Once, in a pinch, I worked with a group of girls who were typing 75 words a minute. At the end of the first day, the man said, "I simply cannot understand how it is that you have more work than the other girls when I thought you were writing so slowly." The man didn't realize that I was typing more slowly but that I had been trained to insert and remove sheets and shift the carriage with dexterity and was gaining time in those operations. My "deft movements" did not impress him; he only heard those two keys the other girls tapped to my one.

In this streamlined age, employers are

◆ *About Bernice Turner:* Attended State Normal School, St. Cloud, Minnesota (now Teachers College). Holds two degrees from New York University. Graduate of Peirce School, Philadelphia. Headed the commercial department in the Bloomsburg (Pennsylvania) High School. Taught in the Gaines School, New York City. Has had varied business experience in Wall Street and elsewhere. Is a free-lance writer and editor of articles on financial and economic topics. Author of several books, one of which is reviewed in this issue of the B.E.W.

more and more adopting the practice of giving shorthand and typing tests to prospective employees. An applicant is unfortunate who loses the opportunity for securing a position because of lack of confidence or inability to take a test. If you time your students for ten minutes every day (in groups and individually), they will not be too "jittery" if they are requested to appear for a job test.

Above all, much timing will give your students some gauge of their typing ability. Nothing is more pitiful than a graduate who hasn't any conception of business standards.

Frequently teachers forget that typewriting is really the backbone of all stenographic and much clerical work. We spend our time teaching the high school or college student how to "correct a man's English," when the ordinary businessman doesn't want his English corrected by anyone unless he pays high prices for expert advice. A young high school student would probably jeopardize her position were she very forcefully to try to impress her superior knowledge of English upon today's dictators (correspondents).

One of my friends was complaining a few years ago that she found it very difficult to teach first graders any of the fundamentals in one year. She said:

First I must see that their teeth have been cleaned; then I must give way to the music teacher; next, the sewing instructor comes in; after that, the art instructor. Once a week I have to gather up the children's money for the bank, and twice daily I have to feed them milk. Will you tell me when one gets time to teach them to read?

Many of us commercial teachers have found ourselves in much the same predicament as this first-grade teacher. We have to teach shorthand; we have to teach business theory; we have to teach business ethics—and I am quite sure that most of us are neglecting the fundamental—typewriting.

When I first started to teach typing, I was able to arrange my schedule as I wished. Instead of having one period of typewriting, I forced all the classes to come in for two periods. In those days the typewriter com-

panies sent out free copies of the championship tests, so I had "King of the Great White Way," "Shadows," and all the other booklets that are so well known. About once a week I would set the clock for an hour test. The following day I usually found a gain of approximately 3 words a minute on a 10-minute test. Nothing that I have ever experienced steadies a typist like an hour test, and it is practical because office work frequently entails an hour of steady, fast typing. That year I produced some of the best typists I have trained.

In later years the course of study precluded any possibility of giving an extra hour of typing, but I was usually successful in getting a number of the students to spend time typing after school hours. Such a program of "volunteer" work, however, doesn't take the place of two periods of actual typewriting practice, because students who really need it are frequently among the missing.

Most high school students need a good course in spelling and reading more than anything else. I think all teachers agree that many students of the past decade have been unable to read for ten minutes with only five errors. How could we expect them to type that long with only five errors? Typing trains students who are weak in reading accuracy and helps in perfecting their spelling. Those by-products of a good typing course seem eminently worth while even if the machine skill is never put to commercial use.

A few months ago, when a young girl, a graduate of a high school commercial department, attempted to work for me, I found she couldn't spell such words as "except," "burden," etc. Had this girl had a proper typewriting course, I do not think she would have had that difficulty.

Another young girl who came to me for work told me that the teacher said she was an excellent typist. (She could type 45 words a minute.) I told her, "Go home and get out your typewriter, and when you can type 60 words a minute, come back and I'll send you to an agency."

She said, "Why, isn't that awfully fast?" I told her that agencies in this city refuse to take even experienced girls who cannot type at least 50 words a minute, and they

won't register beginners who cannot show a better speed. This girl took the advice and really progressed by concentrated home study.

As for English, a beginning stenographer's responsibility lies in copying rough drafts or shorthand notes (as submitted and not to be edited). Quantities of typewriting practice will teach the fundamentals of spacing and punctuation. I think a period of typewriting (during which a student must insert commas, semicolons, and dashes) will teach more about English than lecturing on punctuation by any teacher.

Surely, no one can expect to learn more about business ethics than from the work of J. N. Kimball. His humor appeals to the student of high school age, and an hour of typing from his work is like an hour's reading of a humorous story. I think students need to see the funny side in business—too many of them are so serious when they come out of school that they really are tense. Those who insist on fun do not *expect* to find it in *work*, so they fail to take proper interest in what happens in an office.

"Pop" Kimball gives just the "spice" to business situations that will interest youngsters. (By the way, I have no royalty agreement on sales of Kimball's work; I have only observed many youngsters shake with laughter as they wrote from "Kimball Contest Copy.") When a boy gets up from an hour's typing and says, "Isn't that guy a card?" instead of, "If hour tests are a sample of business, I'll dig post holes," a teacher knows the copy is interesting.

What are you doing to stimulate interest in typewriting? One of my former students, J. Wesley Knorr, of Bloomsburg, Pennsylvania, once sent me clippings from the newspaper of a free-for-all typing championship contest. This contest was held in the high school, anyone in the community being privileged to enter and compete for the title of "Champion Typist for 1939." The program was so extremely interesting that it attracted many entrants. The champion was a senior in the high school, who won over college students, working typists, and others!

Mr. Knorr himself is an excellent typist. On one summer evening we were discuss-

ing speed demonstrations in typing and he said that a rate of 100 words a minute is not enough for demonstrators. I said, "Let's see you do as well as that."

He sat down at my typewriter and, without much preliminary warming up, typed at a gross speed of 100.9 words a minute for 10 minutes! Often a teacher's success is due to the ability to give a creditable performance himself.

Mr. Knorr thinks that the reason George Hossfield, Harold Smith, and others are able to attain high speeds is that they have developed real power in finger action. His observation is that the force with which a key hits the cylinder tends to force it back into the type basket, thus avoiding the piling of keys. Now, instead of being proud of my "dainty touch," I am trying to develop a "power touch" that will overcome those annoying collisions of keys.

During my early years of teaching students to "rattle the keys," we drilled on the most common words—ten perfect lines of each. Each word was typed as fast as possible, and every time a perfect line was finished, the student struck a figure at the end of the line, until ten perfect lines were completed. That system also taught the writing of figures—which is often neglected or concentrated on for such a short period that the skill is entirely lost before students enter an office.

I have never been quite satisfied with my own typewriting progress. Perhaps one reason is that I was trained in the perfect-copy era. As I remember, most of my time was used in removing paper from the machine and putting in clean sheets.

I have never allowed students to waste paper; both sides of a sheet should be completely filled from top to bottom. Unfilled sheets that must be removed because some of the work on them is to be handed in can be cut into half sheets for billing or for legal and letter-sized envelopes.

I think we should conserve school supplies; and I also know from long experience that business houses that have had enough money to see them through these past few years were those that exercised rigid economy even in such small matters.



Planning the Bookkeeping Curriculum

HOWARD E. WHELAND

ONE of the questions to be answered in any discussion dealing with the teaching of bookkeeping in high school is "How shall the students be selected who will take this course?" When this question has been answered, the aim of the course can be decided upon and the teaching of the subject can proceed.

In many schools, no special method of selection is used; but if a special method is employed to select those best fitted, the work of teaching bookkeeping is simplified.

Obviously, no pupil should take bookkeeping who is not accurate in mathematics, or who has no apparent interest in or aptitude for the subject.

A pupil entering high school may be given a battery of tests to measure his intelligence and his aptitude and to discover his interests. The scores of these tests should indicate to those charged with the administration of the guidance program the course the pupil should probably follow.

The Prevention of Drop-Outs

The problem of "drop-outs" in bookkeeping merits the deep consideration of both teachers and administrators. These "drop-outs" are probably caused primarily by lack of ability; incompetent persons become discouraged and lose interest in the subject.

Most pupils, however, can be interested in some form of record keeping if the subject matter is revised to make it simpler, more interesting, and better adapted to the abilities and future needs of the pupil than is the usual bookkeeping course. Such a course in record keeping will be discussed further on in this article.

Drop-outs may not always seem to be a

problem, because in some schools no one is allowed to drop any subject after the course has begun. But this system has its disadvantages, because uninterested students waste not only their own time but that of their classmates and teacher. Many of them fail at the end of the term and are forced to repeat the subject. Thus they receive more than a fair share of time and attention.

It is desirable to strive for continued improvement in guidance to place pupils in the subjects, and on the particular level of these subjects, where they will be able to succeed. Failures are, of course, expensive. More and more, teachers and administrators are coming to realize that, because of the expense involved in taking care of failures, it is probably wise to spend time on guidance and the selection of those pupils who are to take vocational-skill subjects because of their aptitude and interest.

Guidance cannot be foolproof. Mistakes will be made and changes will be necessary in the guidance program.

Guidance in education must be sold to pupils and parents; this will take time. In the long run it will repay teachers for the time they spend in educating pupils and parents.

Technical or Personal Bookkeeping?

To include material in the technical bookkeeping course that will be of interest to pupils who lack the ability to master technical bookkeeping will not only weaken it, but the personal-bookkeeping material will more than likely be disregarded by those who teach bookkeeping the traditional way.

Traditional bookkeeping demands that the

subject be approached with the objective of training a pupil to become a good bookkeeper. It is necessary to follow a certain pattern or routine in presenting the theory of technical bookkeeping, because the theory behind record keeping is a matter of form. It is unfortunate that, although most bookkeeping texts present all the facts necessary to the keeping of proper records, not all texts explain properly *why* records are kept according to a certain form.

Many commercial teachers believe that to try to include two different aims in the presentation of a subject as technical as bookkeeping weakens both and does justice to neither.

Personal record keeping should be a course designed especially for those who do not have the ability to master technical bookkeeping and those who are able to take only one year of the subject, but who in their daily lives require a knowledge of the records the average person may wish to keep of his everyday affairs. This might be called consumer education with the emphasis on record keeping.

Can Both Aims Be Accomplished?

The material for a course in record keeping must be made as simple as possible; it must be presented in language that the pupil is able to understand; facts must be explained fully; and the subject matter used must be closely related to the pupils' everyday experiences.

After the foundation is once laid, the record-keeping course may include some technical bookkeeping material, but it must be simple.

Not only should the proper method of keeping simple records be taught, but the reasons for recording transactions should be clearly explained.

The Grade Placement of the Course

A course of this kind should probably be given in the eleventh grade, the year in which bookkeeping is first offered in many schools. The course in record keeping might be used as a means of selecting those who are to go on with bookkeeping of a more technical nature. It definitely

need not be a course for pupils with low I. Q.'s. Because many of this group are to be cared for, however, more material can be presented to arouse their interests, in a bookkeeping course of this kind, than is possible in more technical courses.

This course may include material on budgeting; transactions for a club, a professional man, a family, or a social organization; simple transactions for service concerns; and two or three simple sets of the kind now used in some of the more technical courses. Business training? No! General business education.

The Technical Bookkeeping Course

Technical bookkeeping should remain as it is. The teacher will find it pleasant and worth while to teach a group that has been carefully selected and properly introduced to the fundamentals of business techniques and record keeping. The teacher, having excluded the less able group, will have a more purposeful group to instruct; and the class will not be held back by incapable or uninterested pupils.

Some teachers present bookkeeping with the thought that all their pupils are to become bookkeepers or are to do work requiring a thorough knowledge of bookkeeping. Some teachers, on the other hand, present bookkeeping with the thought that very few of their pupils will ever become bookkeepers or do any work of that nature. Perhaps a common ground can be reached somewhere in between.

A pupil has a right to expect that, after two complete years of study in high school, he will be a full-fledged bookkeeper, unless he is informed at the beginning of the course and at numerous times throughout the course that this is an age of specialization, in which

♦ *About Howard Wheland:* Head of commercial department, John Hay High School, Cleveland, and chairman of the Cleveland Commercial Curriculum Center. B.S. in Ed., Spencian School; M.A., Western Reserve University. Has been bookkeeping and accounting section chairman in the National Commercial Teachers Federation. Has contributed to the B.E.W. and other professional publications. Has trained state and national bookkeeping-contest champions for the past six years.

many are called but few are chosen—to be bookkeepers.

The average age for bookkeepers is twenty-four. Because of restrictions imposed by many businesses, graduates from high school at seventeen or eighteen may not find employment until they are nineteen or twenty years old. Those engaged in work that may be classed under the head of bookkeeping represent only 2 per cent of the total number of workers gainfully employed.

When high-school-trained bookkeepers do find employment, they will be in jobs, not in positions. The workers may expect to add up sales tickets, run duplicating machines, deliver mail; sometimes they may perform some routine tasks connected with bookkeeping. Later, if all goes well, they may be given more responsibility.

All this time they will have been forgetting the bookkeeping they learned in high school, no matter how well or by whom it was taught.

Bookkeeping teachers could do a service if they criticized and made the work just as difficult as possible and then encouraged the best students to continue their work in accounting after graduation from high school. It is true that some will find employment in small offices and stores where they will have complete charge of the records, but don't forget this is a part of the group that will later tell their teachers, "Bookkeeping is different where I work," or "We don't do it that way in our office."

Education to Overcome Criticism

While this variation between theory and practice may be denied by commercial teachers, there is an element of truth involved. Such criticism can be overcome by a process of education—education of teachers to recognize that they must learn more about what is actually being done in the business world, so that they can enrich the content of their subject; and education of pupils to make them realize the necessity for further study.

Teachers, then, will be better able to answer criticism, and such criticism may even be eliminated.

It is true, however, that some persons,

who might be described as clerks, are responsible for certain work involving bookkeeping practices and a knowledge of simple bookkeeping procedures. Many of these workers learned their bookkeeping on the job and are never hesitant about telling former teachers that it was not necessary for them to study bookkeeping in high school because the work they do in the office isn't the same as that which is taught in school. A satisfactory answer is a revision of the curriculum to bring bookkeeping nearer to the level at which pupils are employed.

If technical bookkeeping were moved up to the twelfth grade, and a thirteenth or even a fourteenth year were established, pupils could find employment in this one skill more readily, because they would be older and better able to understand many of the technical problems involved in the keeping of records.

Visual Aids and Radio Instruction

Visual aids should be used as much as possible in bookkeeping instruction. Slides and films may be employed to advantage in personal bookkeeping. Information on budgeting, banking services, professional services, family records, and the like can be illustrated very effectively by means of films. Slides may be used, showing various bookkeeping records and forms and the different uses to which such forms may be put.

The radio may be used for some phases of bookkeeping; its use, however, is somewhat limited because of lack of equipment in some schools and the necessity for preparing proper script. The radio may be used in large city systems to present uniform information to all pupils. Records can be made of talks, and these transcriptions used over the broadcasting system. The arrangement of the program of classes to accommodate all pupils at the time of the broadcast is difficult, however.

Talks by businessmen may be worth while if the talks are kept within the subject field or a related field, and if they do not contain too many pet theories of the speaker or too advanced material from which the pupils can get little information suitable for practical application.

Recently a teacher was overheard to remark that the schools in a certain locality were always studying this or that or making some change in the curriculum already established. A wise principal told her that it was because of just such changes that the schools in that locality were recognized as being among the leaders in educational institutions.

This is doubtless true. It is doubtful if all changes made in the curriculum are for the good of the system. Change for the sake of change should be discouraged; and yet when glaring mistakes are evident, it certainly is wrong to allow these mistakes to exist without change or improvement.

How Can the Presentation Be Improved?

It is unfortunate that many of the newer teachers have not had experience that would enable them to see the many ways in which routine steps in bookkeeping may be presented. It is equally unfortunate that some who have been teaching for a number of years feel that no new idea can be forthcoming in their own subject field and that their own way is the best way.

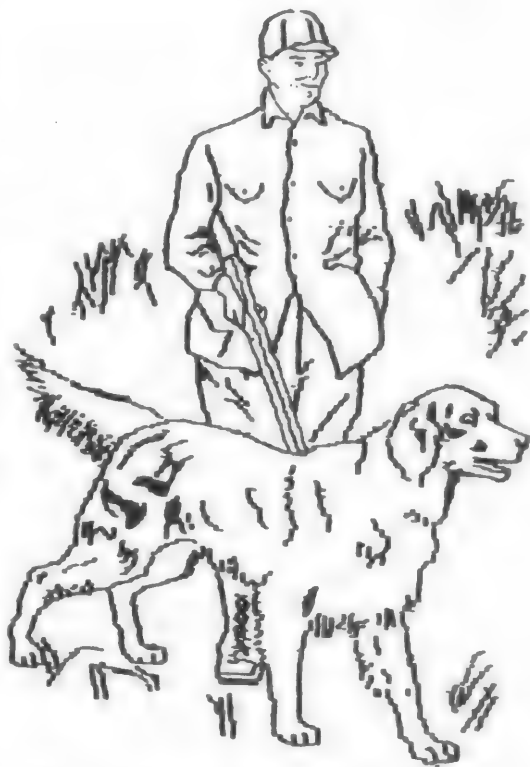
The introduction of bookkeeping machines in business offices has eliminated the need for large numbers of clerical workers who were formerly employed to keep certain bookkeeping records. This problem should be considered, because it affects pupils and teachers.

"But I Have Read a Book"

Not long ago a teacher in a commercial subject (not bookkeeping) was invited to visit experimental classes being conducted in her subject. She replied that she *had* visited two schools before setting up her subject in her own school several years before; she implied that any additional visiting would be a waste of time because she evidently could not learn anything that would aid her in her work. She may be compared, of course, with another teacher who "had read a book" and therefore could gain nothing from reading any more books.

Reading on current controversial matters related to teaching techniques and curriculum materials should be encouraged, as well as the visiting of classes in other schools.

Teachers will usually profit from observing those who have made progress in the particular subject fields. They should be encouraged to experiment with new ideas and critically evaluate these methods and techniques.



TYPED DESIGNS NEED NOT BE RIGID

This design was one of the medal-winning entries in the second annual Arttyping Contest, sponsored by Julius Nelson, of Windber (Pennsylvania) High School. The typing artist was William Wall, a student of Miss Olga Alber, Rosedale High School, Kansas City, Kansas.

Note the grace and movement of the design. Probably the dog would look more like a family pet if the dot for the pupil of his eye were not placed so low. His fierce expression is additional proof that a punctuation mark can make a great deal of difference!

THE Industrial Management Society has announced plans for its third national Time and Motion Study Clinic, to be held in Chicago, at the Chicago Towers Club, on November 8 and 9.

More than a thousand persons attended the second annual clinic, last year.



The Modern High School Program

2. A New Organization is Needed

WILLIAM R. ODELL, Ph.D.

IN the preceding article the point was made that in the typical high school today the bulk of the program is organized into almost wholly independent department or subject-field sequences. Let us now examine more fully the implications of such an organization of the curriculum.

This organization, be it recalled, grew out of the concept of mental discipline; it depended for its justification upon an intangible educational outcome that was supposed to emerge as the result of long-continued application to any of several specializations.

The values of each of the specializations—of mathematics, of science, and of Latin, for example—were all separate and distinct. A student, to possess them all, had to pursue them all. All students' needs for these values by implication, therefore, were identical and were to be achieved in identical fashion as well.

So far as has been discovered, no correspondingly significant intangible values ever were assigned by academicians to any substitute activities, or in other words, compensating values of the same order were never recognized in other nonacademic subjects that were designed for students who showed no aptitude in the academic fields.

As the traditionalists viewed it, a student who did not "take" mathematics, or one who could not succeed in it, simply lost one valuable part of his education for which there could be no substitute. His only recourse must be to some utilitarian or "practical" area where the facts and skills that he could achieve would help him earn a living or at any rate get along better

on the subcultural plane where he must exist.

The educational value of such alternative programs was, however, of a different order entirely, as ordinarily viewed. The tremendous distinctions that have prevailed between the terms "cultural" as contrasted with "practical" or "vocational," and as between "education" and "training," clearly arose out of this way of regarding the matter.

In all the discussions and arguments that ensued over the "cultural" values of courses, it seemed that the matter was fairly analogous to being "born on the right (or wrong) side of the tracks." The academic and well-established subjects were "cultural" by virtue of tradition; the new subjects were *nouveau riche*.

At the outset, then, we should recognize that two quite distinct orders of values have paralleled each other in the high school offering ever since "nonacademic" students were allowed to continue on in school beyond the time they proved themselves unable to continue successfully in the academic program.

There have been the "academic" or "cultural" courses and there have been the "non-academic" or "vocational." The important point to note in all this, however, is that the two kinds of offerings were supposed to achieve two distinctly different ends. The "academic" program, through a stereotyped pattern, yielded its dividend chiefly as the result of the process followed, and only incidentally was the content deemed important; the "nonacademic" program yielded its return primarily as the result of the content outcomes achieved, while the

process outcome was regarded as being of a lower order.

At this point it may be inserted parenthetically that here undoubtedly lies the explanation for the tremendously difficult time such departments as the commercial, home economics, and shop have had in the high school in trying to make a full contribution to the education of *every* student. Their value for "nonacademic" students was condescendingly granted, but their chance to enroll academically gifted students in general was slight, because the value they offered such students was commonly regarded as of a baser kind than that afforded by the academic departments. Getting only the poorer students rather effectively prevented these nonacademic departments from developing offerings that could compete favorably with the academic courses.

As an example of this in the commercial field, the subject of junior business training has never, in most schools, lived up to its great potentialities. It is commonly an alternative with algebra in the ninth year. It is no wonder, therefore, that this subject has never been able, in most schools, to shake off an unwarranted emphasis upon remedial arithmetic, remedial penmanship, and trivial busy-work activities of a rather low grade.

If all good students "elect" algebra, what is left for a junior-business-training teacher to do but assign remedial activities? And if that is what junior business training consists of, why should an abler student wish to enroll?

Thus is completed one vicious cycle, of which there are many in the present typical high school program. This difficulty has been operative much more for non-vocational than for vocational courses, because the job requirements of an occupation rather than the quality of student tend to determine the level at which vocational instruction is pitched. Thus, in the commercial field, the social-business subjects especially have been retarded. Typically, the social-business subjects are elected only by those from outside the commercial department who are not the most capable students.

When nonacademic courses first were

◆ *About Doctor Odell:* Newly appointed assistant superintendent of schools in charge of secondary and adult education, Oakland, California. M.A. and Ph.D. from Columbia. Formerly co-ordinator of secondary education, Oakland; before that, assistant professor of education, Teachers College, Columbia. Has held high office in several professional organizations and has written tests, articles, and books on many subjects. Well known to B.E.W. readers. In 1939, on a fellowship, visited experimental high schools all over the country.

added to the high school offering, the double standard referred to above did not particularly complicate matters so far as the administration of such courses within a single school organization was concerned. The student stayed academic as long as he could, and then either dropped out of school to go to work or started one of the nonacademic sequences. These were mostly vocational in nature, were commonly of only one or two years' duration, and were designed to begin at exactly the time most students were finding themselves unable to cope with the academic courses—ordinarily, at about the eighth- or ninth-grade level.

We should recall that these programs always were felt by most school people, parents, and students to be inferior to the academic program. If proof of this is required, we need but remember that even to this day students who have no prospects whatever, or intentions either, of going to college after high school graduation doggedly persist in taking the "college-preparatory" course, simply because of its superior status in the school and in the community at large.

As long as the nonacademic offerings were clearly vocational in nature and in a fair number of cases did obtain vocational preference for students who completed them, all could go on smoothly enough with the two programs paralleling each other in any given high school. It was when jobs no longer were available for fifteen- and sixteen-year-olds that the real problem arose.

This changed economic situation precipitated the question of what to do with the nonacademic student who had not elected to stay in school to take any one of the vo-

◆ *About Dr. Harl R. Douglass, Department Editor: Director of the College of Education, University of Colorado, Boulder. Formerly director of the Division of Education, University of North Carolina. Ph.D. from Leland Stanford University. Author of several texts on secondary-school administration and more than 100 articles. Is consultant of the American Youth Commission and the Educational Policies Commission.*



cational courses, as well as the question of what to do with the longer term of years the nonacademic student who did so elect now had for school.

Various stratagems were employed. Probably the most common of all these was that advocated by many—lengthening the high school vocational training period from one or two years to three or four years in duration. In general this has been repudiated by school authorities. They believe for the most part that the one- or two-year period is quite sufficient and is all that can be justified for preparing young people for the kinds of initial jobs that are available to them today.

This conviction sets the problem of developing a new type of education for this particular group; they cannot succeed at the academic subjects and they are not warranted in filling their whole high school period with vocational courses. Many indeed are the attempts that have been made to develop an offering suited to the needs of these students; and some of these attempts have met with a certain degree of success, as will be indicated later.

The problem of the nonacademic student who elected to drop out of school when the going got hard, without taking any of the vocational courses available, posed an even more perplexing problem for the school authorities. It has been more or less agreed by most school people that many of these students not only cannot do academic high school work but cannot succeed with any of the vocational sequences that are offered. The experiences of most teachers of short-hand and bookkeeping who have had large

numbers of such students enrolled in their classes bear out this conviction. Accordingly, it seems clear that this group of students needed a totally new type of non-academic program, which in many cases ought to be for three or four years or even longer.

As a result, high school principals and teachers have in recent times been aging more rapidly than their years of service justify. It seems entirely fair to say that while some excellent nonvocational, non-academic courses have been developed in many schools, no single school, so far as is known, has yet evolved a program that fully meets the needs of these nonacademic students.

As if this were not quite enough, the whole theory of mental discipline has been upset by educational research, so that the traditional curriculum organization is not a wholly sound basis upon which to construct even the offering for the academically gifted students.

Because to marshal all the data available would require many pages, the following single quotation has been selected because of its scope and succinctness:¹

We are very much concerned today by the grave doubts and suspicions which the results of careful experimentation throw upon what we had assumed to be axiomatic.

Study after study—Yates at the Universities of Kentucky, Cincinnati, and Indiana; Sorenson at Northwestern; Boardman at Minnesota; Proctor and Bolinbaugh at Stanford; Bramwell at Washington; Stinnette and others at Colorado State Teachers College; and others—seem uniformly to demonstrate that for any given degree of intelligence and industry no subject or groups of subjects possess any worth-while superior preparatory value.

Students who have had little or no mathematics or foreign language, for example, make practically as high a scholastic average as those of equal intelligence who have had more work in those fields, and those students who have several years' credit in vocational subjects do as well as those of equal intelligence with none.

Only in the case of Latin is there an appreciable difference, and even there it is so slight as

¹ Harl R. Douglass, "The College's Interest in the Secondary School," *The Educational Record*, April, 1939. (Read before the Middle States Association of Colleges and Secondary Schools, Atlantic City, N. J., November 25-26, 1938.)

to make the prescription of Latin or any other foreign language for college entrance to undergraduate studies in general seem unworthy of competent leaders in education. And what is more disconcerting is that the number of credits earned in the preferred fields is correlated far less with the average mark in college than is the score on a forty-minute mental test. A mental test, in turn, is definitely less closely correlated with the average college mark than is the average high school mark.

The foregoing statement, borne out by studies on every hand as stated by Douglass, means simply that we can no longer defend the kind of sequences basic to the academic program; there is no discernible intangible process outcome accruing from a sequence of mathematics courses (for example) as different from all other possible course sequences.

This one verity—the one star by which the high school could steer its course with conviction and assurance—thus no longer may be depended upon. The high school must find new criteria by which to determine

what it shall offer to its intellectually able students, just as it must develop a new program for its less able intellectually.

In short, the whole high school program must be rethought, and nothing can be retained simply because "it has been thus since the memory of man runneth not to the contrary." Such a necessity may be viewed with alarm because of its appalling magnitude—or it may just as well be hailed with joy because of the challenge it presents. One's reaction perhaps is chiefly a matter of temperament.

Fortunately, and at the same time ironically, much that has already been learned through experimentation with courses for the nonacademic student will prove of value in working out the new high school program for all students. For, with the doctrine of formal discipline discredited, the sound order of values that must be considered basic to the bulk of the high school program is that which for long has been used for the nonacademic courses.

Is the Old Curriculum Organization On the Toboggan?

HARL R. DOUGLASS, Ph.D.

UNTIL very recently, the makers of high school curriculums and courses of study had "stars to steer by." They knew (?) that certain subjects constituted superior preparation for college. They knew (?) that the disciplinary values or outcomes of education were the most important and that certain subjects possessed superior value for giving the mind general training.

Dr. Odell made it clear, in this department in the last issue of the *BUSINESS EDUCATION WORLD*, that the superior disciplinary or "transfer-of-training values" of certain subjects had never been established as real and existing, and that any thinking or planning about the program of the school based on the assumption that some subjects have superior disciplinary values was more than likely to be faulty and unsafe.

In his article in this issue, he kicks an-

other prop out from under the *status quo*, bringing to an end the blissful peace that has been enjoyed by those who still paid homage to the superstitions in education. He does this by shattering the blind faith of those who would like to believe that certain subjects possessed unique or superior values for college preparation.

These two old twin stars by which many educational mariners have steered their ships surely onto shoals, scattering pupil passengers upon ruthless reefs, are beginning to be recognized as will-o'-the-wisps. Disturbing as it is certain to be to those who prefer complacency to perplexity, even though the former be based upon false foundations, we now face the necessity of recharting the course of the high schools.

Secondary-school teachers and administrators have been inclined to oversimplify their main problem. Blithely, with assurance char-

acteristic of those who little realize the significance of what they are doing, they have said to themselves and to others:

"There are naturally two classes of people: those who will go to college and those who won't. To those who will go to college we will teach the 'academic' subjects; to the others, the vocational. The bright tend to go to college; the dull tend not to do so. Hence, to the bright we will teach the academic subjects; to the dull, the vocational."

This childlike confidence in simple answers to complicated problems is crumbling fast under the disillusionment resulting from more careful analysis of the situation.

Proud parents are slow to give up the prospects of having their young hopefuls go to college and being thus enabled to crash the upper economic and social levels of American democracy. To have them "take vocational courses" seems to lead to lessened social prestige. The "cultural" subjects, on the other hand, diffuse a glow of upper and higher something or other not only over the sons and daughters but over their parents as well—as in the case of the proud mother who urged her son, a second-semester freshman studying "foreign languages," to "talk some algebra for Aunt Cora and Uncle Will."

As Dr. Odell points out, the natural consequence is that splendid youngsters who will soon be seeking positions are deluded into taking college-prep "mind-training" subjects, and that dumb youngsters are encouraged to take commercial courses in which they are likely to fail and even more likely to be failures or limited successes on the job later. This latter tendency had been badly aggravated by the lack of opportunity for employment of those under the age of eighteen or twenty years.

Certain changes in the high school curriculum are clearly indicated. Prevocational courses in the junior high school must be made more definitely *prevocational*. Senior high school vocational courses should be relegated to the last year or so or to the junior college.

The most notable tendency in current thinking about such problems today is a

rapidly growing trend toward general education. This will be the subject of Dr. Odell's article in the next issue of the *BUSINESS EDUCATION WORLD*. Has your school begun to think seriously about *general education*, what it means, and what changes in the curriculum and courses of study of your school general education will be likely to bring about?

General education has most unusual implications and opportunities for business education. I am looking forward with keen interest to seeing what Dr. Odell will say to us next month along these lines.

THE editors of the *BUSINESS EDUCATION WORLD* take pleasure in announcing that Miss Rhoda Tracy has joined the B.E.W. staff as manager of the B.E.W. Awards Department, which is now in its fourth year of service to teachers and students of business subjects.



RHODA TRACY

Miss Tracy, who is on leave of absence from the Metropolitan School of Business, Los Angeles, is a graduate of the University of California at Los Angeles and is a candidate for the degree of M.S. from the University of Southern California. In addition to her teaching experience, Miss Tracy has been a stenographer, a bookkeeper, a correspondence supervisor, and an employment counselor. She has contributed articles to the *BUSINESS EDUCATION WORLD* and other professional periodicals.

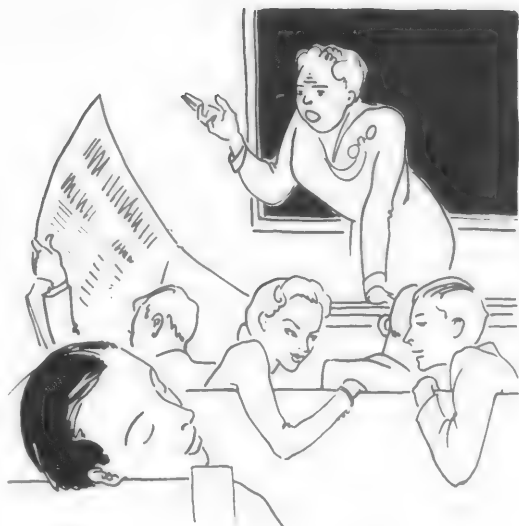
MISS MILDRED B. KIES, who has been an assistant professor in Midland College, Fremont, Nebraska, has been appointed director of the School of Business of that institution.

Miss Kies holds degrees from the Municipal University of Omaha and from Columbia University, is a graduate of Gregg College, and has studied at Chicago University and Iowa University. She is chairman of the education committee of the American Association of University Women. She is organizer and sponsor of a chapter of Alpha Pi Epsilon, and founded the Midland Commercial Club.

Student Teachers' Department

Conducted by
MARION M. LAMB

*While this earnest teacher talks along
About what is right and what is wrong.
The students enjoy sweet repose—
Let teacher talk, for teacher knows!*



TELLING is not teaching" is a maxim you have heard many times. You have heard it as often as you have heard that the word *education*, literally translated from the Latin source, means a "leading out," presumably of the student's abilities. Yes, we all know that in true learning the student's mind is actively engaged rather than passively receptive, yet how often we try to "pour in" knowledges and skills! We fail altogether to lead students through the steps of thinking that logically lead to the principles we wish students to remember. Instead, we tell them the rules, tell them what to do, and trust that learning follows.

What would you think if a guide you had employed to show you a strange city failed to put in a personal appearance at the appointed hour, but, instead, sent you a list of neatly typed directions and a map of the city, assuring you in his letter that you would have no trouble if you followed his instructions, and adding that he would meet you at the hotel at the conclusion of the trip? Do you believe that there are such guides, mentally speaking, in the educational world?

It will pay you at the outset of your career to learn how to break down a lesson into simple, easy steps that the average student can take in his stride; these steps should march straight to the goal of your lesson. This means that when you plan the daily lesson, you try to see the lesson through the eyes of the students, perceiving its difficul-

ties; when you present the lesson, you watch and check the students' progress from step to step so that you may immediately detect and correct misunderstandings.

To leave abstractions for concrete example: I shall try to re-create for you, in the historical present tense and with very few changes, two lessons taught by two student teachers of shorthand in a high school one morning last winter. Both of these teachers had, as their goal for the lesson, student understanding of the principle of writing the circle with the left motion to express *r* before and after straight strokes and between straight strokes in the same direction, found in Unit 8 of the Manual.

Parenthetically, let me add that this is not intended to provoke discussion of the relative merits of one method of teaching shorthand versus another method. The point is that these two teachers were supposed to teach rules, and any argument that knowledge of the rules is unimportant would, in their case, have been only a refutation of their original aim.

As you read the account of these lessons, consider yourself the visiting teacher. What suggestions or comments would you give these two beginning teachers?

First Lesson Observed

(Homework has been sampled and collected. The assignment for the next day and a written 5-minute test covering review work have been

given. The assignment covers part of Unit 8 of the Manual.)

TEACHER. All right, class. Now we are ready for the new lesson. Today we are going to try to learn how to write the circle with the left motion to express *r*. Open your books to page 39, Paragraph 71. Does everybody have the place? All right. Now you follow the rule as I read: "The circle is written with the left motion to express *r* following the vowel . . ." (Reads the entire rule.) Does anybody have any questions about that? (No questions.)

Very well. Now we shall try to write the circle with the left motion to express *r*. (Picks up the book and copies on the board the words given in Paragraph 71: art, mar, arch, share, tart, dared, church, murmur, as the class watches.) Any questions, class? (No questions.)

All right. Now I want you to take your notebooks and copy every word on page 39 five times. When you have finished, raise your hand. (Walks around the room as the students write, looking at the outlines in the notebooks and at the same time keeping up a steady fire of comments as she goes from one student to another.) Watch your writing positions, students. We want only good positions. . . . John, what about that stubby pencil? How many times have I told you about bringing a pen to class? . . . Irene, watch those *d*'s and *i*'s; you'd never be able to read those outlines. . . . Keep your outlines small, class. . . . (These comments are repeated and supplemented until a few hands appear.)

All right class; there are some hands up, but only a few. Hurry up, Dorothy; you don't want to be a slow poke. Come on; let's see how many of you can be through in the next minute. (This continues until all hands are up.)

Very well. Now, does anybody have a question about writing the circle with the left motion to express *r*? Don't be afraid to ask questions, class! No questions? All right, then; books closed. Now, who can give me the rule for writing the circle with the left motion to express *r*? (No hands. One or two students open their books furtively.) Come, now. You've read the rule, you've heard it, and you've practiced all the words; you surely know the rule. Helen, you give the rule.

HELEN (very uncertainly). To express *r* after a straight stroke, we write the circle with the left motion.

TEACHER. You have given only a small part of the rule, and you haven't given even that correctly. How would you write the word *dream*, Helen? (No answer.)

TEACHER (firmly). Helen, go to the board and write the word *dream*. (HELEN, very much embarrassed by this time, very shakily writes the word on the board. Of course the outline is a poor one.)

TEACHER. Where is the left-motion circle to express *r*, Helen? (No answer.) Didn't you say

that we write a left-motion circle after a straight stroke to express *r*? Isn't that a straight stroke?

Answer me, Helen. All right; sit down. (Goes to the board and writes the two words, *dream* and *dare*, in shorthand.)

Who can tell me the difference between these two words? (Two or three hands go up slowly. TEACHER ignores them.) Elizabeth, will you please read Paragraph 71 on page 39?

ELIZABETH reads the rules.

TEACHER. Now, what is the difference between the words *dream* and *dare*, Elizabeth?

ELIZABETH. The *r* is at the end of the word *dare*.

TEACHER. Is that the only difference you see? (No answer.) I certainly don't know what has got into this class today. The fact that there's a visitor in the room is no reason for inattention. We've read the rule twice and practiced all the words, and still you don't know what you're doing. What do you think would happen if you acted that way in an office?

Now, I'm going over this once more, and I want every single person in here to listen. I'll read the rule, and you read it silently with me. If I look up, I expect to see your eyes on the book. Does everybody have the place? Very well. "The circle is written with the left motion to express *r* following the vowel. . . ."

(Reads the entire rule again and repeats her former procedure. Ten or twelve minutes of this sort of "teaching" follow before the bell releases us from a situation that is becoming worse by the minute.)

Second Lesson Observed

(Homework has been sampled and collected. The assignment for the next day and the review lesson have been given. The assignment covers part of Unit 8 in the Manual.)

TEACHER. Do I have everybody's attention before we start the new lesson? All right. I'm going to write on the board eight pairs of words in two columns. After I have finished writing, I shall expect you to point out some differences and some likenesses you have discovered in these two columns of words.

(TEACHER writes the shorthand outlines for these words, writing them in pairs to emphasize contrast, and listing them in two columns to emphasize similarities: hat, heart; tea, tear; edge, urge; jay, jar; am, arm; may, mar; head, heard; day, dare.)

TEACHER. Who notices anything unusual about these words? Jane?

JANE. The words in the second column are just like the words in the first column, except that the circles are written on the wrong side.

TEACHER. That's right, Jane. Does everybody see that? In every one of the words in Column 2, we have written the vowel with the reverse or left-motion circle. For the present, we'll call it

the reverse circle, because it's easy to remember that, when the circle is written with the left motion (points to the words in the second column), it is written in the reverse way to the way we usually write it. Any questions? (No questions.)

TEACHER. I'm going to give you a hint to help you. (Writes on the side board this statement: "The reverse or left-motion circles in Column 2 express the sound of the vowel, plus r.") With that help, can any of you read the words in Column 2?

(Many hands go up. The TEACHER calls on one of the brightest students. This student reads the words in Column 2 correctly.)

TEACHER. That's excellent. Now who will try to read the words in both columns in sets of two—bat-heart, and so forth?

(A number of hands appear. The TEACHER calls on a good student to read the pairs of words.)

TEACHER. Very good. Now I shall point to the words, and I want you to read aloud together. (Points to the words in pairs first, in review of the previous recitation; then she points to the words at random, repeating several times any words that seem to cause hesitation or misreading.)

And who is willing to read these pairs of words slowly enough for the class to write them? (Chooses a slow student who has volunteered. This student reads the pairs of words from the board for the class to write. After that, the TEACHER erases the columns of words, but leaves the statement about reverse circles on the side board.)

Now I shall give you some new words using the reverse circle for you to write in your notebooks. (Dictates about fifteen words to the class.)

And who will read these words back to me? I'll write the words on the board as you read. (A number of hands go up. The TEACHER calls on the best student volunteering. As this student reads the words, the TEACHER writes them on the board.)

Check your outlines with those on the board. How many of you had them all right? Excellent! How many of you had most of them right? Good. Now who has a question? (One or two questions about the new words are asked and answered.)

All right. Now let us look at this list of words I have just written on the board. Does anybody notice something similar about these words? (Calls on one of the good students volunteering.)

STUDENT. The reverse circles are either at the beginning or the end of the words.

TEACHER. Good! And what kind of strokes do we have before and after those reverse circles?

STUDENT. Straight strokes.

TEACHER. That's right. That means that we shall have to change our statement on the side board, doesn't it? (Changes the statement to read, "The circle is written with the left or reverse motion before and after straight strokes to express the vowel plus r.") In other words, class,

when I write *am* (writes it in shorthand on the board), the circle expresses what?

CLASS. A.

TEACHER (writes "arm" on the board). And when I write the circle with the left or reverse motion on the *m*, the circle expresses what?

CLASS. A-r.

TEACHER. And on what kind of strokes do we find these reversed circles, Mary?

MARY. On straight strokes

TEACHER. Where on the straight strokes?

MARY. At the beginning and the end of the straight strokes.

TEACHER. Good. The reversed circle written at the beginning and the end of the straight strokes indicates the vowel plus *r*, as in the words *art* and *tear* (writing these outlines on the board), for example. Is there anyone who would like to ask a question? All right. Who will give me examples of words beginning with the reversed circle? (Writes five or six of these on the board as students give them.) Of words having the reverse circle after the straight stroke? (Writes five or six of these on the board as students give them.)

Very well; now let me see who can read these outlines. (Writes the words *dared*, *church*, and *murmur* on the board. Calls on a bright student to read the outlines.) Right. Now we are ready to change our rule on the side board for the last time, and I want you to copy this rule in your notebooks, class. Yes, it's the same rule you have in the Manual, but it's worded a little differently.

(Changes rule on the side board to read, "Reverse or left-motion circles express the sound of the vowel plus *r* at the beginning and the end of straight strokes and between straight strokes written in the same direction." After the TEACHER has written the rule, she underscores the words "the vowel, plus *r*.")

TEACHER (after a pause). Does everybody have the rule copied? All right; we're ready for our sentences. (Dictates five simple sentences using words embodying the principles just covered.)

Who will read the sentences back to me so that I may write them on the board? (Calls on one of the slower students volunteering. As this student reads the sentences, the TEACHER writes them on the board.)

TEACHER (underlining each word illustrating the new rules). Does anyone have a question about these words? How many of you have all of them right? Fine. Most of them right? That's good, too. Now for a catch question. Why do we write *tree* this way and *tear* this way. Oh, surely everyone can tell me. Look at our rule on the board if you have to look. (Calls on an average student to answer this question.)

STUDENT. The vowel comes before the *r* in *tear*.

TEACHER. And in *tree*?

STUDENT. The vowel sound comes after the *r*.

TEACHER. Of course. Look at our rule on the

board, class. Notice the underscored words. The vowel sound must come before the *r* if we are to use the reversed circle. Now let's see who can give the class the rule in his own words without looking at the board. (*Calls on three students to give the rule in their own words. The first is a very bright student; the second, an average student; and the third, a poor student.*)

Good. Now we're ready for our dictation.

(*Dictates two short paragraphs of simple, connected matter that she has written for dictation purposes. Each sentence has at least one word in it applying the new principle, and most of the sentences have words that emphasize contrast and comparison with these new words. One of the students is reading the first paragraph back from her notes as the TEACHER writes it on the board, when the bell rings.*)

Comparisons are odious, but sometimes they are necessary. Let us ask a few questions about these two lessons.

1. Which of these teachers understood the process of leading students from one step of thought to another?

2. If the second lesson observed was really better than the first lesson, why did the students in the first class not ask questions, whereas the students in the second class did?

3. What do you think of the pacing, or timing, of the procedures in these lessons?

4. Should a teacher use only textbook material in her class work if the homework covers the material in the textbook?

5. What do you think of statements such as this: "We shall *try* to learn how to write the circle with the left motion?"

6. Do you think that the first teacher's comments, made while the class members were copying outlines, helped the students or hindered them? Why?

7. What is your opinion of the value of copying outlines from the book in class versus the value of writing the words from dictation?

8. What could the first teacher have done when she realized that the students had not grasped the principles to be learned?

9. Why did the first teacher have Helen write the word *dream* on the board? What do you think of this procedure?

10. What do you think of the second teacher's plan of teaching by comparison and contrast? Which teacher started with material that was familiar to the students and progressed to the unfamiliar?

11. Did not the second teacher waste time by asking so many questions?

12. Did you notice that the second teacher never commented on an incorrect recitation, but always gave credit for a correct one? Do you approve of this Pollyanna practice?

13. What do you think of the second teacher's

plan of writing the parts of the rule on the board as they were learned? Why write the rule on the board when it was stated in the textbook?

14. When the students proved they could write the new words embodying the principles learned, why did the teacher waste time by dictating sentences and paragraphs?

15. Why did the second teacher call the left-motion circle the "reverse" circle? Would this not confuse the students?

16. Why did the second teacher always call on the bright students first and then upon the poor students? Do you believe that students learn from their classmates?

17. Do you believe in the practice of making each step of learning as easy as possible for students? Do you believe in planning your procedures so that students meet with as little failure and as much success as possible?

18. Would you say that the procedures of the first class were teacher-centered or student-centered? Of the second class?

19. What was the difference in the kind of student activity in Class 1 and Class 2? What difference was there in the attitude of the teachers toward student activity?

20. What, in your opinion, is the source of the first teacher's difficulties? Of the second teacher's success?

Miss Lamb's own answers to these questions will be published in this department in the November issue of the B.E.W.

Meanwhile, all student teachers are invited to submit their answers to the questions. Cash prizes will be awarded for the six best sets of answers. Here are the contest rules.

The Contest Rules

1. The BUSINESS EDUCATION WORLD will award a first prize of \$10 and five additional prizes of \$1 each for the best sets of answers submitted by student teachers to the twenty questions given at the end of the foregoing article by Marion Lamb. Writers of tying papers will be awarded the full prize.

2. The closing date of this contest is October 30, 1940. Only entries postmarked on or before that date can be accepted.

3. No entrance fee is required. All *bona fide* student teachers are eligible. This means that any teacher in training who has never had full responsibility for teaching any business subject may compete.

4. The contest judges will be Dr. John Robert Gregg, Miss Lamb, Clyde I. Blanchard, and Louis A. Leslie. The decisions of the judges will be final. All papers submitted become the property of The BUSINESS EDUCATION WORLD.



Are You Training Youth For Modern Offices?

THELMA M. POTTER

THE course in office practice is, for many young people, the terminal point of business education. For them, it is the step immediately preceding employment; it is the means by which they may get a job; it is the course in which they acquire skills and procedures that may be of use to some employer.

Serving, therefore, as an introduction to business experience, the course must have a flexibility in teaching and in subject matter that will enable it to adjust easily to possible change. At the same time, the ideas upon which the course is based must be anchored solidly in sound thinking so that it will not be subject to passing fad or fancy.

Changes in business indicate that, in order to train for vocational effectiveness, a course or courses must be developed to serve the purpose of providing (1) additional training for stenography majors in order to meet the technological demands in their field; (2) additional training for bookkeeping majors in order to meet the technological demands in their field; (3) training that will give vocational effectiveness to those interested in the general clerical field.

This additional training will in part be determined by the needs of the specific community and may include work on common business machines, practice in office procedures, and a consideration of the principles upon which business offices are run. No standard terminology has been developed to describe such training. It exists throughout the United States under a variety of names. In general, however, the term "office practice" is used to include all courses

giving this added training in the three areas mentioned in the paragraph preceding this one.

There is a tendency for some teachers, in initiating courses in office practice, to purchase machines indiscriminately, without relationship to their use in local business houses, and with small regard for the amount of time required to create skilled workers on the machines. Emphasis on machine training is new and therefore powerful; machines demand precise techniques; those used in business can be fairly easily discovered; results are readily measurable. And so it becomes a temptation, of course, to stock up on machines and fill many school hours with training that may be of questionable value.

As has often been stated, there are three general classes of machines that may justifiably appear in an office-practice class—adding-calculating machines, duplicating machines, and transcribing machines. Each machine within each group requires the development of a different kind of skill and a different length of time for that development. It is possible to give an acquaintance knowledge of the machine in a few hours' time; but to develop a marketable skill, it is necessary to spend the longer period of time necessary for practice, critical examination of results, and repractice, that is essential for the development of any skill.

In the array of adding-calculating machines that are used in business, two general classifications may be made—those which require many hours of practice in order to develop a marketable skill, and those which do not require long hours of training. The

key-driven calculators require from 200 to 300 hours of practice. The crank-driven machines require approximately 40 to 45 hours. Each kind of machine has its exclusive purpose and use in various business situations.

A teacher who has money enough to buy only one or two machines is frequently required to choose from among many makes and models. Before a decision is made, he should consider answers to these questions:

1. What length of time is required for the development of a marketable skill on the machines under consideration?
2. Have I time to develop such skill in my classes?
3. How many persons with this skill can I place?
4. Is this machine generally used in the community served by my school?
5. Which machine will give the greatest economic return in terms of the vocational effectiveness of the greatest number of my students?

Transcribing and duplicating machines should undergo the same test. Duplicating machines require what might be called a long-term skill. That is, the time that elapses between the creation of a master pattern and the final copy taken from the duplicating machine is longer than the lightning-quick stroke on a key-driven calculator. Nevertheless, one operation is just as much a skill as the other, and both require the same treatment of practice, critical examination of results, and repractice.

After a teacher has determined what machines are best used in his particular situation, his next problem is the organization of time and materials in order to present the general knowledges and the machine training in the hours allotted to that work.

An enormous amount of subject matter can be included in a course in office practice. Whether it should be included or not is another question. Research is needed to define precisely what general knowledges are used by *all* office workers, in order that a general background training may be intelligently effected.

I am inclined to think that when we have clearly defined what the various levels of office workers must do and know and

be, and when the core curriculum for business education is developed and put into practice, the presentation of the general knowledges (organization, finance, communication, transportation, etc.) now existing in the office-practice course will prove to be most effective if placed in the core curriculum. This will leave time within the office-practice course for the development of a higher degree of skill on the machines and in specific procedures, for integration of knowledges and skills already acquired, and for co-operative training. In other words, then the course can live up to its name and give *practice* for office work.

Meanwhile, however, the teacher must take the student as he finds him, strengthen the weak spots of his vocational knowledge and skill, and give him sufficient practice in office work so that he can get a job and hold it at the end of his training.

In an office-practice class at Teachers College, Columbia University, there were forty-eight teachers from forty-six states, each of whom was faced with the problem of initiating a course in office practice in his school or of improving one already in existence. These teachers developed an outline for their guidance in planning and evaluating their work in office practice. This was not intended to be the outline for a course in office practice, but rather a list by which they could check the high school training of the office worker and then incorporate in the office-practice course, to the best of their ability, the training they thought lacking in the entire program.

It was acknowledged that some schools would have to telescope the material into a short space of time; that other schools could enrich the material over a longer time; that some schools might have to change the

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sequence of offerings in order to meet administrative problems; that some might conceivably add to or subtract from general knowledges to be taught, in the light of previous courses taken by the students. The list follows.

1. *Basic Principles of Organization.* The principles of organization must be studied, because these principles must be used in any work that is to be accomplished with a minimum of effort and a maximum of return.

One of the first adjustments a worker must make is in finding his place in an organization and in coming to know what his responsibilities are and how his work relates to and is affected by the work of others. Hence, the early introduction of this subject is recommended in order to provide time for the practice of its principles. The subject matter could start with the arrangement of the students' work upon their desks, and could consider the organization of the class itself, of the school, of clubs, and finally of business offices.

2. *Personal Relationships.* Working in an organization inevitably brings up problems of personal relationships. The study of organization may lead to a consideration of how to work successfully with other people, and the office-practice course may serve as a laboratory in which practice is given in working as a co-ordinated group.

3. *Communications.* Success in dealing with people depends to a great extent upon the ability to communicate thoughts, by writing and speaking, adequately and in a way desirable to the recipient. Thus it would seem that the next logical area of study might be *communication*.

4. *Transportation.* Business not only deals with thoughts but with material things, and a worker in a business organization must know not only how to communicate thoughts but how to transport items of weight and size. Hence the study of transportation services and procedures develops.

5. *Financial Considerations.* Financial considerations affect organization, personal relationship, communication, and transportation, and are otherwise diffused through-

out the sum total of the business picture. Problems of finance may be integrated in the treatment of all these subjects.

6. *Forms, Records, and Reports.* Such papers as these constitute become one of the important bases upon which business activity is built. Therefore, training in the reading and filling out of appropriate forms, records, and reports should not be neglected.

7. *Filing.* Wherever records exist, there must also be filing systems. The basic principles of filing are used by virtually every office worker, and a thorough grounding in the knowledges and skills required in filing should be emphasized.

8. *The Relation of Each Machine to Business.* The learning of a skill is more effective when the learner knows where and in what capacity the skill is to be used. Hence, before machine practice is started, an understanding of the function and place of the individual machine in the business picture should be given.

Frequently the successful use of a machine depends upon the supplies used, and a consideration of the details of appropriate supplies should not be omitted.

9. *Machine Skill.* The development of machine skill naturally follows an understanding of its function and place in business activity. As was stated before, each machine has a definite and different skill to be developed. There is an abundance of prepared material available for skill training on virtually every machine, and therefore the teaching is not difficult. A sufficient amount of time should be spent, however, in order to allow a skill to develop.

At the moment, the average high school does not give sufficient time in an office-practice course to develop a skill usable in a business situation. The development of office training indicates that in the future all the skill training on all the machines will be given in separate machine courses. With the machine training given in separate courses and the foundational knowledges taught in the core curriculum, the office-practice course can truly be a *practice* course leading to co-operative training and ultimate placement.

10. *Integration of Knowledges and Skill.* After general knowledges and machine skills have been mastered as far as possible, the student should be placed in a situation as near reality as possible so that the integration of knowledges and skill may take place and actual office practice be given.

11. *Co-operative Employment.* Co-operative work is the ultimate development of a training that is supposed to induct students successfully into business experiences. Such training has already been developed in many schools, both large and small, and reports from them indicate that such training is successful in "bridging the gap" between the training and the ultimate goal of that training.

Because change is so rapid on the frontiers of business, it behooves us to devise some scheme whereby, either individually or collectively, we can keep our fingers on the pulse of the movements in business activity.

It is a generally accepted fact that office-practice courses are to be developed on the basis of surveys. But it should be pointed out that surveys indicate what is true at

a given time—the time the survey was made—and it is possible that over a period of time such a survey might become invalid.

Laws are made, taxes change, industries move, the activities of cities change in character; and, as a result, a demand is created for workers possessing a different kind of vocational education. The rapid changes in employment markets demand changes in instruction, and changes in instruction demand new knowledges and attitudes upon the part of the teacher.

It is very easy to acquire a single method of thought and persist in its maintenance beyond the last vestige of its useful value. Sometimes such persistence is unconscious and continues simply because the individual has not been exposed to any contradictory thought.

Teachers of office practice in business education should assume, as part of their responsibility, a constant exposure of their cherished beliefs to challenge and contradictory thought and proved fact. Only when such an attitude prevails, can progress be made in giving youth an adequate preparation for successful employment.

Good Will in a Form Letter

SOME writers take as their motto "Every letter a sales letter." Whether or not this ideal is attainable, the fact remains that many letters that could and should be sales letters are not. Especially in dealing with large concerns, such as department stores, one is likely to be answered by a message that fairly shouts, "I am carefully worded paragraphs 3 and 7 of Form 32-A."

But here is a good-will form letter that sounds as if it had been personally dictated by the sender to be read solely by the recipient.

This is the story: A New York department store wrote to ask a customer why she had not used her charge account lately. She replied (most customers would not be so courteous!) that the store was somewhat inconveniently located for her purposes. This is the answer she received. (Names have been changed.)

DEAR MRS. KIMBERLEY: Your letter makes us wish we were able to put our whole store on wheels so we could roll it right up to your front door.

Of course, distance is relative anyway. We at Barker's think nothing, for example, of sending thousands of miles for just the right grade of mahogany or cotton or silk fine enough for our customers.

Perhaps that is why so many people who live much further from Barker's than you still make it a point to shop here—because they believe those few extra blocks count for little in comparison to the extra character they find in our merchandise, the extra courtesy in our service.

Just in case you haven't been through Barker's lately and seen the gay summer merchandise we have collected for you, I am enclosing a card which I hope you will use.

It invites you to have lunch as our guest in our attractive new Circus restaurant—and I hope that the renewing of your acquaintance with Barker's will prove that old friends are the best after all.

Yours very truly,
BARKER BROTHERS

The Case of the Old Curmudgeon

RHODA TRACY

YOU can imagine him, can't you?—self-sufficient and miserly—even churlish, if we ever used that word.

It's hard to reason with a man like that. His heart seems to be made of solid granite, and any personality he may have is running in reverse.

He Has Money

"The Old Curmudgeon" is T. D. Cartwright. He owns plenty of property in our town, but he operates it by remote control from another state. He has the whole town buffaloed.

We Like Charity

Right now we need a building to use as a community center for our young people, where they can have a good time and be kept out of mischief. We finally got up enough nerve to ask Old Man Cartwright to let us use an old building of his at the end of the street.

. . . But He Doesn't

But do you think he would let us have the place? No, sir! He'd lose money letting us use that building—and he didn't mince words telling us, either!

Can You Help Us Work on Him?

We're not stopped, though. Do you know how we're going to get around him? Just look on the next page and you'll find your answer is as good as anybody's, because "The Old Curmudgeon" is the subject of a business letter writing contest for teachers, as well as a project your students are going to enjoy struggling with.

Also . . .

But before you turn the page, let us tell you of the equally intriguing problems in business fundamentals, business personality, and bookkeeping that are bound to make your classes buzz with excitement. You'll never have to worry about dull moments

after you set the students to work on these projects—and you'll puff up with pride when award certificates start coming in.

In one of the junior projects in the business-fundamentals division, the student experiences some of the activities of a cashier in the Cafe de Luxe. In this same division, the job-finding project is full of good suggestions that the students will want to keep and use for future reference.

Silas Soule is sorely in need of help in straightening out the books for his Stony Point store, and he'd welcome the aid of some smart young bookkeepers. Silas handles everything in his store "from a pin to an elephant—almost." You can imagine how pleased he will be when he sees the excellent manner in which your students have set up the new books with their neat journal entries, ledger accounts, and a trial balance that shows him exactly his state of affairs.

Another bookkeeping problem gives the students an opportunity to work on the books of Ted's Haberdashery. And if your students are looking for a problem that offers a really big challenge, let them help Abraham Howland determine the net worth of his hardware business.

The all-important questions of what to wear, when and how to ask questions, how to control the tongue, and what to do when the work seems to be more than can possibly be carried are just a few of the challenging problems dealt with in the personality projects.

A penny postal card addressed to the Awards Department of the BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City, will bring you full information and instructions.

Let's Go to Work

Now turn the page and see if you can put "The Old Curmudgeon" in his place tactfully but firmly.

And don't forget to give your students a chance to tell him a thing or two, too!

Let's Write to the Old Curmudgeon

DOROTHY M. JOHNSON

A Letter-Writing Contest for Teachers...

...A Noncompetitive Project for Students

HERE is one of the B.E.W.'s new business-letter projects, which will be sent out shortly for students to solve. But this time, for this month only, the project is *also* a contest for teachers and teachers-in-training.

Prizes and rules are listed at the end of this contest problem.

Here Are the Circumstances

This is a problem in overcoming objections and building good will—"The Case of the Old Curmudgeon."

Assume that your community, like many another, does not have many recreational facilities for its young people. In the summer, of course, they shift for themselves and do fairly well, but during the school year their scope is limited by inclement weather and by the fact that all their out-of-school activities must be carried on in the evening hours.

The school is overcrowded, and the gymnasium is booked steadily. The situation is serious. Several young people of high school age and a little older have caused disturbances; there has been some petty law-breaking. Some amusement has to be devised to keep them occupied, interested, and safe.

The Civic Club, of which you are secretary, has resolved to undertake the solution of this civic problem and has planned activities similar to those carried on by settlement houses in large cities. Several clubs will be organized—a Little Theatre group; badminton, table tennis, and fencing; a Man Marketing Clinic to help job-seekers find jobs; an amateur radio group; a chess club; and a junior Red Cross unit for war relief. Various public-spirited citizens are entirely willing to supervise these groups and to plan others.

But you have no place for their meetings.

There is one building in your community

that would be suitable—a rambling old structure, unoccupied, owned by T. D. Cartwright, an elderly retired businessman who now lives in another state.

You, as club secretary, wrote to Mr. Cartwright, stating the circumstances and asking whether he would be willing to permit Cartwright Hall to be used by the young people's groups, rent free. His letter follows. You are to reply to it.

Here is the Problem Letter

Dear _____:

In reply to your recent letter, I do not feel I can donate my building to the purposes for which you request it.

In the first place, I don't see why you need it. My own children grew up in the town without any such fol-de-rols and without getting put in jail. This younger generation is pampered enough without getting any more attention. I think you are wasting your time on them.

Secondly, they would ruin the building.

Thirdly, if I get a renter for Cartwright Hall, I want to rent it without having to go to law to evict a dozen clubs of young toughs.

Fourthly, I am paying enough taxes on the building without going to additional expense to buy coal for it and hire a janitor to tend the furnace.

Fifthly, I cannot see any value in some of your clubs. What chance have these young people got to become radio actors or stage actors? Why should anyone want to learn fencing—do they want to fight duels? What in the world is badminton? I have reached the age of seventy-three without knowing badminton, and I have done pretty well. "Table tennis" sounds like pretty small stuff. The Red Cross and the study of how to get jobs sound good, and the chess I would recommend highly if you can get the young people to sit still long enough to learn it. I doubt whether they could.

Therefore, my answer is No.

Yours truly,
T. D. CARTWRIGHT

Here Are Your Arguments

You have an answer for every one of his arguments. The problem is to state them so

tactfully that he will be won over. His control of the building is absolute, and your whole plan depends on his good will—which is at low ebb just now.

Here are the bare facts about the answers to his arguments:

1. Mr. Cartwright's children did without "fold-erols," and so can the present generation, if it has to. But you firmly believe that the young people of the town will be happier and safer under the Civic Club's plan.

2. No group will ever be permitted to meet in the building without a competent adult club sponsor, who will see that no damage is done.

3. You can guarantee that the clubs will vacate the building if Mr. Cartwright finds a renter.

4. The Civic Club will buy the coal for heating. A man whose two sons have been ringleaders in petty lawbreaking has offered to do the janitor work if your plan goes through. He can't donate money, but he is eager to donate his time and labor.

5. Radio and "play acting" fascinate young people, although you do not hope to produce professionals. The local radio station will permit presentation of their programs if all goes well. Fencing is excellent exercise, develops grace, control, concentration, and patience. Fencing foils have no sharp edges or points. Badminton is sug-

gested because the game does not require much space, and the shuttlecock with which it is played can't break windows as a lawn tennis ball might do. Table tennis has the same advantages.

6. Mr. Cartwright didn't think of this one: If the building is occupied, his fire insurance will probably cost him less money. And possibly your organization could get some reduction in taxes on the property while it is used for this civic undertaking.

What You Are to Do

All you have to do is answer Mr. Cartwright's letter (make up an address for him) so that you will win him over gently to your way of thinking. You may even offer to make him honorary president of the young people's clubs, or call them the Cartwright Clubs, if you don't think this would be obvious and flagrant flattery.

The important point in writing a letter of this kind, as you have no doubt pointed out to more than one class in business correspondence, is to shun the appearance of arguing, to agree on every possible point, and to lead the reader subtly to your own point of view.

Contest Rules for Teachers

1. Any teacher or teacher-in-training may compete.

2. Send one copy of your letter, typewritten on one side of the paper only, and bearing your name and complete address (school) to the Business Letter Contest, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. State whether you are teaching or are a teacher-in-training.

3. Entries must be postmarked on or before November 1, 1940.

4. Cash prizes will be \$10 for the best letter, and \$2 for each of the next five winning letters—six prizes in all. In case of ties, duplicate prizes will be awarded.

5. All entries become the property of the BUSINESS EDUCATION WORLD, and none can be returned.

6. The judges will be Rhoda Tracy, manager of the B.E.W. Awards Department; Dorothy M. Johnson, director of the divisions of business letter writing and business personality; and Clyde I. Blanchard.

Projects for Students

This is one of the B.E.W. projects for students.

Complete instructions for using the B.E.W. projects in business-letter writing, bookkeeping, business personality, and business fundamentals are available in a booklet entitled "Effective Teaching." You may have a copy of it without charge or obligation. Address the Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

Copies of the projects are supplied free of charge to all students who participate. The examination fee for each project, including a handsome Certificate of Achievement, is 10 cents.

There are two junior and two senior projects in each of the four subjects covered. Junior and Senior Certificates of Achievement are awarded.

The beautiful gold pin of the Order of Business Efficiency may be ordered by holders of the Senior Certificate of Achievement.

Keys and helpful suggestions for the teacher are provided with all the projects.

There Are B.E.W. Student Projects In

**Bookkeeping
Business Letter Writing**

Transcription

**Business Fundamentals
Business Personality**



I DIDN'T KNOW that the cardinal sin with my chief was to interrupt him while dictating. A misplaced "What was that?" or "I can't hear you; would you mind repeating?" or "Did you say he was with Jones and Company, or James and Company?" just about made him blow up!

I'd say to a beginner: "Remember that most of your questions can probably be answered by looking over the previous correspondence. And if you don't happen to get a word or a phrase at the moment, pass it up and don't *interrupt*. If you haven't left out too many words, you'll be able to fill it in when you're transcribing."

NOTE BY A BYSTANDER: I'd say to a beginner, "This is good advice if your vocabulary is as extensive as your chief's. But it makes an unfavorable impression on *me* to have a stenographer turn in letters that don't make sense because I dictated *idiosyncrasy* or *reciprocity* and she didn't know what to do when she missed them. But then, you won't get a job like Lee Blanchard's unless you're top-notch in a good many ways."

I DIDN'T KNOW the value of last month's filled notebook until, in desperation, I thumbed it through to find the notes on a very valuable letter that the usually reliable files failed to turn up. It saved the day for me.

I'd say to a beginner: "Keep your notebooks for awhile and let them save *you* a headache when the chief asks for something that can't be located."

I DIDN'T KNOW that it was a mighty good idea to read the trade papers of my industry, until the chief caught me up on the death, that day, of one of the vice-presidents of a competing company out on the Coast. He made me look pretty stupid when he showed me the headlines of the obituary in a trade paper.

I'd say to a beginner: "Be smart—don't let them catch you on the little things."

I DIDN'T KNOW much about an electric typewriter when they sat me down to one. There's nothing like it after two weeks of practice—it's the first two weeks that keep you jumping, trying to hold it down and keep it from flying off the desk. I'd say to a beginner: "Be sure to turn your motor off before making corrections—and there'll be lots of 'em at first."

I was busily erasing, with my motor on, when the eraser slipped and fell on the keys and rolled across them. Honestly, it sounded like a roll of drums in the last act of *Tristan!* And the correction was at the bottom of one of those long "two-pagers." It almost broke my heart. Instead of a nice clean erasure, I had *.ojbvcm* staring me in the face.

I DIDN'T KNOW that I had to fill the chief's good-sized fountain pen *every* day. This particular day he rushed in and slammed his door shut with a "Don't bother me for an hour." I didn't.

Later that afternoon, the vice-president of our legal department brought in four contracts to be duly signed by the president. Ten minutes later I was stunned by the most horrible explosion this poor mortal has heard in many a moon. I was just about to report to the press department that old Krakatau was erupting again, when the chief came into my office.

"It was only because a pen was dry," you say? Well, you can also say, "How in the world were you to know he was going to spend an hour and a half using the pen to write down a new idea that came to him this morning?"

All I can say is that I just don't dare take chances on the little things any more.



Now We Teach Consumer Education

G. E. DAMON

MR. WILLIAMS, my father wants to know whether mail-order tires will wear very long, and mother said to ask you whether the 10-cent handkerchiefs at the Blank Store are pure linen."

Students who ask questions like these are increasing in number, and surprised educators are wondering whether the teacher training they received is as thorough as the diploma suggests. Just how does one answer questions about buying when formal courses of study have never considered buying important?

In every school system, at least one teacher can be found who is interested in the questions students ask about spending money. Most frequently these teachers are found in home economics, science, or commercial courses.

In the absence of a standardized course in consumer education for prospective teachers, most studies of this fascinating and practical subject are the result of a natural growth, and are quite suited to local buying situations. Like Topsy, they are not bound by conventional standards, and their merits and faults are determined by the ability and interest of the instructor.

The first step in any informal consumer class is usually the obtaining of booklets and trade publications from recognized medical, dental, and government authorities who issue free and low-priced information to consumers. This first attempt at obtaining sound advice on buying has led to the establishment of many a full-credit consumer course, subsequently recognized as a valuable addition to the curriculum.

The following composite history of the

making of a consumer teacher has been duplicated in all grades of study from junior high school to college:

Mr. "Williams" was an instructor in the commercial department of a small junior high school. His duties were principally to teach general business principles to freshmen, not all of whom would finish high school, and to give commercial students a basis upon which to complete their business studies.

During the study of a unit on insurance, a student brought in a policy and asked Mr. Williams' opinion of its worth. The policy was the kind that promises everything on page 1 and takes it away on pages 2 and 3. As teachers have not made a habit of condemning products in the classroom, the question was embarrassing to Mr. Williams until he decided to tell the student's father what he was *not* getting for his money. The information was appreciated, but at the same time a disturbing thought was raised in Mr. Williams' mind: "Is it right to teach insurance and information about other products without explaining the difference between good and bad?"

The incident might have been forgotten except for the fact that, two weeks later, another student came in with a problem: "I need glasses, and this company will sell them to me for \$2. Do you think the company is honest?"

The letter the girl had received in answer to an advertisement guaranteed perfect results and included a test strip of fourteen lenses to hold in front of the eyes; the one that she could see through "best" determined the prescription to be ordered.

The instructor took the strip to an oculist who examined it and found one lens to be ordinary window glass; the others were simple magnifiers. While possibly suitable for elderly people with normal but weak eyes, they were highly dangerous for a young girl who might have serious eye defects.

The girl was given an examination, both eyes were found to be astigmatic and farsighted, and a pair of correct glasses was obtained through a school fund. The teacher realized the tragedy that had just been avoided and saw what enormous value a course in consumer education could have.

For the next year or two, Mr. Williams collected authentic buying information. Cautious dispensing of this information brought pleasing results from students and parents alike.

The next move was to set up a separate course in wise purchasing. But if the course was to be a success, local businessmen must also approve and understand; and businessmen who pay teachers' salaries may be sensitive on the subject of classroom criticism of the products they sell.

Since advertisers and retailers do not habitually admit that their merchandise is less than the best, it was necessary to convince them that the education of the consumer would create more satisfied customers.

Written material that would give the students a broad view of the problems confronting the consumer had also to be obtained.

About this time, Mr. Williams wrote a magazine article, in the hope that it might be published in an educational magazine. The manuscript was read and approved by every important retailer in town before it was submitted for publication. Luckily, it was accepted. In it the student read that a small but dangerous percentage of advertisers and retailers used unfair methods to sell. The druggist read that he did not knowingly sell dangerous products and that he had to sell many high-priced and worthless preparations because his customers demanded them. The grocer read what he already knew: that he was not able to peek

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into every can of beans before he sold it. He also read that a uniform grading system was needed for canned foods and that the words "Fancy," "Superior," "Marvelous," and others, usually meant nothing. Other retail outlets were treated in much the same manner.

One of the aims in the course proved especially popular. As expressed in the article: "Teaching the consumer to distinguish a good value from a poor one will greatly aid the honest businessman in his fight against dishonest competition." Every admittedly upright and honest retailer in town had to approve such a statement. With such backing, Mr. Williams organized and successfully conducted a consumer class.

Varying only in minor details, the foregoing history of the making of a consumer instructor has been duplicated many times in nearly every state. The methods of instruction vary greatly, but the principal aim of dramatizing the value of spending a dollar wisely is the same.

Interviews with teachers of consumer courses would amaze many persons who have thought of education as a somewhat abhorrent process of forced feeding. Students voluntarily take up projects in buying that require far more work than that required by units in other courses. Parents ask more questions than do the students. During an informal debate on local buying versus mail-order buying, I have seen students present some article of clothing or other merchandise and describe its virtues or faults in order to prove their point.

There are, of course, occasional complaints. One mother protested because she was not informed in advance of the teach-

er's lesson plans. She had discovered what her son was studying only when she missed her can opener and her fur coat. Another mother came to school during a study of can labels. During the day she had opened a can of peaches for dessert and had found spinach! Most students, it was explained, were able to wait until the can had been opened before removing the label.

One teacher of home economics states that she has enough projects on fabric study from former classes to provide a project for each present student. Each project consists of more than fifty samples of cloth, all accompanied by a full description of origin, uses, average cost, and tests for quality. A Minnesota class has assembled more than 1,500 formulas of "patent" medicines, classified according to use, claims, and actual medicinal value. Another class made a specialty of collecting paint labels and of finding out what the various ingredients were for, together with their comparative quality. Still another group has assembled a booklet that explains the actual cost of buying on installments (finance-company advertising to the contrary) and includes the average costs of owning and operating an automobile.

Much of this activity is suggested by the students themselves. They frequently amaze their parents in family discussions of finance by their accurate knowledge of comparative quality. Important, too, is the fact that they are able to quote the exact source of their information. No teacher of consumer information should allow a statement of fact to be expressed unless an authoritative source can be given. Teachers of these courses find themselves continually in the unique position of holding student enthusiasm to a sane pitch—a problem that rarely arises in established educational subjects.

There are definite dangers to be considered in such a course. It is natural for immature minds to overemphasize. In their surprise at being allowed to criticize the actual products they eat, wear, and use, many youngsters go to extremes. They wish to say that a product is either the best there is or no good at all. To overcome this



CONSUMER EDUCATION STUDIES A COMMON PROBLEM

If you have the slot-machine problem in your community, play such a machine two thousand times in the classroom and chart the results. The machine shown above kept 38 per cent of all money put into it and refused to pay a "jackpot" in more than 3,500 plays.

natural tendency requires real teaching ability.

To impart a logical method of thinking, devoid of sensationalism, to teach young minds to consider both good and bad qualities in one statement, requires skill and a liberal understanding of human nature. The knowledge, however, that one is helping to make future pay checks buy more of the needed things in life is sufficient reward for whatever effort is required of the teacher of consumer education.

AN unusual midyear transcription test, embodying the errors made by students during the entire preceding semester, was prepared and administered by Miss Addie Small to her classes in the University of Houston, Houston, Texas. Miss Small reports that her students became very careful proofreaders as a result of the test, which was dictated.

Students were required to divide twenty-five often-used words; to answer eight questions about letter setup, punctuation, and abbreviations; and to spell eighty words.

THE Detroit Commercial College opened this fall, for its thirty-eighth year, in its new home in the Book Building, Detroit. R. J. Maclean, president of the school, writes that the executive offices are on the first floor and the classrooms, faculty offices, and library are on the sixth floor, overlooking Washington Boulevard, Detroit's widest avenue.

We Visit an Extinct Volcano

WELDON WATTERSON

Instructor in Geography, Township High School, Harrisburg, Illinois

EDITOR'S NOTE—Mr. Watterson describes one of a series of field trips planned for high school classes in physical geography and commercial geography. The field trip offers the best possible supplement to classroom study and discussion. Field lessons carefully planned, executed, and discussed in class provide excellent laboratory exercises. Both the natural and the cultural landscape merit systematic field study.

Mr. Watterson unfolds his method of making full use of the travel trips to and from the chief center of the field lesson. Field lessons and their related travel experiences aid high school students to appreciate the opportunity of intelligent observation as they make family automobile trips. Geography instruction is of especial value in giving students a background of information for enjoyable and profitable travel.—DOUGLAS C. RIDGLEY, Series Editor.

AS a teacher of geography, I find that a series of field trips supplements courses in both physical geography and commercial geography. Geography becomes a living subject to the student when he sees the various geographic factors at work in his home region.

In southern Illinois, we have a wealth of natural phenomena that give the region exceptional value for the observation and interpretation of geographic relationships. Various field trips, which the geography students of our school take during the year, make the students conscious of the fundamentals of geography and impress them with the fact that geographic influences are active everywhere. Students register of their own accord for such trips as this. About 75 per cent of the students enrolled for the field lessons throughout last year.

Two weeks' planning preceded our trip to an old volcano. During that period the students studied volcanoes—their physical structure and their economic value to man.

I visited the volcano before the field trip in order to note the features that should be observed and interpreted by the students. Classroom discussion of features I had noted prepared the students for intelligent observation.

The interest in this particular trip was exceptional, because most of the students did not realize that there was an ancient volcano near their home.

On the Way to the Old Volcano

The remnant of the old volcano is located twenty-five miles southeast of Harrisburg, near the village of Karper's Ridge. The journey led through many interesting regions that were interpreted geographically as we traveled. We entered Shawnee National Forest a few miles south of Harrisburg, and the remainder of our trip was confined within its boundaries.

Traveling in the forest, we observed a number of concrete check dams, which are being used in combating soil erosion, and thousands of young pine seedlings, with which the government is attempting to reclaim the land. We found many small river valleys that showed intensive agriculture. At Thacker's Gap we saw a water gap that had aided in the construction of a State Highway through this part of the Illinois Ozarks.

Other points of interest noted as we passed were a large reverse fault, which we had studied on a previous trip, and the fluorspar mines near Rosiclare. The Rosiclare fluorspar region is one of the largest in the world. The close proximity of the Ohio River affords an excellent transportation outlet to the Pittsburgh region, where the spar is used as a fluxing material in the steel industry.

As we neared our destination, it was necessary to leave our cars on the side of the road. We hiked about a mile over low clay hills studded with scrub oak and briar, and descended a hill to the bed of a small stream, at the site of the old volcano.

The area showed no sign of former volcanic activity, and close observation was required to detect the remains of the volcano. It is a flat, bare oval area of volcanic material, located on the slope of a clay hill extending down into the bed of a small rocky stream, which was dry at the time of our visit. Much of the volcano is covered with vegetation, a tangle of scrub oak and briar covering the hillside portion of the eruption. The exposed area measures approximately 100 feet in diameter. Its former size is a matter of speculation. This is one of the few spots in the Mississippi Valley where lava actually reached the surface of the ground.

The phenomenon is not in reality a volcano, consisting of a cone and crater, but a plug that has been denuded flush with the ground.

In the stream bed, we found a portion of the plug adjacent to the drab, gray limestone that formed the stream bed. The contrast between the two kinds of rock was vivid and distinct.



A DOWNSTREAM VIEW
OF THE OLD VOLCANO

"The Old Volcano" is located in Hardin County, Illinois. The eruption is true volcanic material, *breccia*, which is found in many parts of the world, notably in South Africa. It contains many small, angular rocks that were embedded in the molten lava. The breccia is a dull red and gray.

A temporary stream has eroded much of the breccia downstream.



◆ *About Dr. Douglas C. Ridgley, Series Editor: Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds*

the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

Inspecting the volcanic material, the students distinguished small angular rocks that were embedded in the once molten rock. This kind of volcanic formation is called *breccia*. The material was a dull brick-red and gray in color. Close scrutiny of the breccia disclosed numerous gas pockets that had formed as the lava was cooling, giving its surface a pocked or scoriac appearance. Further examination disclosed that it had a burnt-earthly odor. This proved to be a revelation to the students, as most people are unaware that certain kinds of rocks have an odor.

The stream bed for some distance was littered with breccia that had been denuded from the plug. With such a vast assortment to choose from, the students were able to obtain many fine specimens, which they later added to their rock collections.

The Scene Interpreted

Assembling around the plug, we were ready to ask questions and discuss volcanoes in general.

Volcanoes are valuable to man in many ways. Fertile soil results from disintegrated volcanic rock; volcanoes play their part, too, in the formation of minerals.

Yet, by comparison, nature offers nothing more terrifying than a volcano in active eruption. In past ages, Southern Illinois experienced a great deal of volcanic activity. The old volcano and an area near Rosiclare, Illinois, represent the only known regions where this type of vulcanism has occurred in this part of the United States.

Further proof of the volcanic activity in this region is evidenced by Hicks Dome, a few miles distant, in which in past ages the upper strata of rock was domed up by

the intrusion of molten rock from the depths below. In the coal fields of this vicinity, miners have often found igneous dikes that have intruded into coal veins. The intense heat of the once molten rock has coked the coal for some distance on each side of the dike.

The old volcano we visited had died in infancy, leaving only a slight trace of its appearance; but our imagination considered what might have been. Volcanic rock weathers rapidly into fertile soil; and, if this flow could have been extensive, this region might have been a fine agricultural section instead of an area of gullied hills, covered here and there with patches of scrub oak.

Our trip home was routed in a manner that gave us the opportunity to observe an abandoned strip mine—unsightly masses of earth to be left to the ravages of weathering and erosion, and, at present, a complete loss to generations of the future. Recently, a strip mine has attempted to reclaim its miniature "Bad Lands" by planting some twenty thousand pine seedlings. This is surely a step in the right direction; and, for the sake of posterity, it is to be hoped that other mine operators will follow this example. The values of conservation can nowhere be pointed out more effectively than at the site of a strip mine.

The highlights of the trip were discussed in the next regular meeting of the classes. The deductions the students advanced to explain the phenomenon were logical; and, to my mind, the virtues of the trip were well established. With interest running high, plans were formulated for future field trips.

In conclusion, I suggest that a teacher of geography in search of field-trip subjects might well investigate a geological survey of his community. The departments of geography and geology at your state university are able to give you this information, and it is yours for the asking.

Contests for Teachers!

Three contests are announced in this issue of the B.E.W. Have you found them all?

N. C. T. F. Christmas Meeting

THE National Commercial Teachers Federation will hold its annual convention at the Hotel Sherman, Chicago, on December 26, 27, and 28.

The membership campaign, which began on September 1, is in the hands of a capable committee appointed by President B. F. Williams, of the Capital City Commercial College, Des Moines, Iowa. The committee chairman is Ivan Mitchell, of Western High School, Detroit. He is ably assisted by V. E. Breidenbaugh, Indiana State Teachers College, Terre Haute, and J. Evan Armstrong, Armstrong College, Berkeley, California. W. D. Wigent, manager of the Chicago office of the Gregg Publishing Company, who has been membership director for the past two years, is serving as adviser.

Membership applications, with dues of \$2, may be sent to the secretary, J. Murray Hill, Bowling Green College of Commerce, Bowling Green, Kentucky.

The yearbook title for 1940 is *The Business Curriculum*. The book contains 456 pages—almost 50 per cent more than the customary N.C.T.F. yearbook. Dr. McKee Fisk, of the Woman's College of the University of North Carolina, is editor. The Federation's publication, *The Business Education Digest*, is edited by Miss Eleanor Skimin, of Northern High School, Detroit.

BY proclamation of President Roosevelt and the governors of all forty-eight states, National Fire Prevention Week will be observed throughout the United States from October 6 through 12.

A series of posters, leaflets, and suggestions for assisting communities, business organizations, and clubs in their observance of the week has been prepared by the National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts.

The B.E.W. suggests that teachers assign to students the carrying out of a project in observation. Fire hazards observed on the way to school (leaves being burned too close to buildings, etc.) and in the home (matches left where small children can get them, oily waste stored in closed places, inflammable cleaning materials being used) might result in the prevention of one or more dangerous or even fatal fires in your community.



Adventures In Social-Business Education

LLOYD L. JONES

No. 2—What a Ninth-Grade Artist Thinks About Business

A NINTH grade boy told me that he is always thinking about his future, even while he is sitting in the classroom. When he is outside of school and helping at home, he is thinking about the time when he will have to leave school and go to work.

"Although all of us kids are worried about what we are going to do when we grow up," he said, "we don't talk much about it. Our parents try to help us, but they want us to fit into the world as they saw it when they were young. I want to do things that my father and mother never thought of doing. I want to be a commercial artist."

In one of eight notebooks, this boy has written not only what was quoted above, but he adds this:

The only teacher outside of the art teacher who gave me a chance to draw was the junior-business-training teacher. Of course, we had to build a "life career" book in one of the occupations classes, but we had to follow old assignments. I nearly flunked that "oc" course because the assignments could not be put into pictures. I just spent my time answering questions about the things that people did in different kinds of jobs. They did all kinds of things, but I would not like to do them. In the junior-business class, I had a chance to tell what I thought about transportation, communication, travel, buying, and advertising in pictures. That is what I like to do.

This boy has filled his first book with drawings on transportation. On the cover, he has drawn a great ship—a sailing vessel—and he has dressed it up with all the vigor and fantasy of a young soul setting out for a great adventure. The legend he has placed under this picture seems rather

trite when viewed with adult eyes, but he thought it was new when he printed, "Today we set sail, but where do we anchor?"

He had drawings of various kinds of transportation devices, and in every picture he has some people working. In his drawings of a packet ship in port, he has included stevedores working upon the cargo. In his drawings of the same ship on the high seas, he has depicted the sailors up in the rigging taking care of the canvas. With infinite detail, he drew a Conestoga wagon with pioneers walking alongside with their rifles. He did not forget the buckets, harnesses, and bags that always hung from these clumsy conveyances.

He printed the following caption:

The pioneers could carry only what they needed. The little girls could not take along their dolls and doll clothing, and the boys could not bring baseballs and bats. Every pan and dish was precious. The rifles, powder, knives, and axes had to be kept ready for use, and every day the pioneers checked what they had to see whether they had lost anything.

On the succeeding page, he shows one of the great wagons bogged down in the

EDITOR'S NOTE—Some of the most desirable outcomes of social-business education are attitudes and appreciations. In these "Adventures in Social-Business Education," Lloyd L. Jones gives an opportunity to look into the minds of representative students to see what effect social-business education has had on their attitudes and appreciations.

All these pupils used the same textbook and work book, and each was given the opportunity to prepare an individual notebook, which represented an adventure in self-expression and self-realization.

mud, with both men and women putting their shoulders to the wheels to help the teams roll it forward. His stage-coach and pony-express pictures give the impression that he is really living over again the good old days. He has not forgotten to depict the hardships and the struggles of the early settlers:

My grandmother told me that her mother and father were broke when they started for the West. They went in an old prairie schooner. But they had borrowed money for the trip from friends in the East. They tried to be honest. She said that they had signed some notes. Then after they got to their new home in Kansas, they always sent back a little money after the crops were harvested. But it was a hard life they led.

He did not forget the canal boats, and he has several pictures of "Fur Trading on the Ohio Canal." Although his illustrations of the Mississippi "stern wheelers" are somewhat inaccurate, he does not forget the workers who are bending their backs at cables and over bales of cotton.

Throughout his notebooks and drawings he tries to illustrate business as a place in which people work. He does not forget that duties have to be performed and that people have to take responsibilities. He closes his interesting journey through the field of business as one might expect a live-wire boy to do:

I want to be a commercial artist. A commercial artist has to be very accurate in everything that he draws. He has to study to be accurate. Therefore, I am trying to learn all that I can about business so that my business drawings will be accurate. Maybe I can earn enough money some day from my drawings so that I can take a course from that great artist who has pictures of engineers, and steamships, and machinery hanging in railroad stations and art galleries.

To one pupil (described in the September B.E.W.), transportation is a field of tickets, forms, rates, and schedules. To another, it is a field of action. Undoubtedly one point of view is as valuable as the other.

E. E. HATFIELD, head of the secretarial-science department, University of Oklahoma, has many new contest honors to his credit. His team of 37 students captured the first-place trophy, a silver cup, in the first *Gregg Writer* typewriting contest, held last spring, with a team speed of 63 net words a minute.



E. E. HATFIELD

His students also won first place and another silver trophy in the shorthand contest sponsored by the Esterbrook Pen Company.

Another shorthand honor won by Mr. Hatfield's students was an honorable-mention banner in the O.G.A. contest conducted by the *Gregg Writer* last spring.

MRS. SARAH WHITLEY has been appointed associate dean of the department of secretarial science, Bryant College, Providence, Rhode Island.



SARAH WHITLEY

Before accepting this appointment, Mrs. Whitley was head of the secretarial division of Rider College, Trenton, New Jersey. She has taught in public and private schools and has had varied business experience.

In addition to obtaining degrees from Baylor University (Texas) and New York University, she has studied Spanish and Spanish shorthand in Spain and Cuba. Five years ago she founded the first department of Spanish shorthand in New York City.

Gregg College Summer Session

Students and faculty members of the 1940 summer session of Gregg College, Chicago, are shown on pages 133-137, inclusive.



Students and Faculty of Gregg College 1940 Summer Session

(1) A. C. Serfling, Field Representative, Gregg Publishing Company. (2) Perry Singer, Field Representative, Gregg Publishing Company. (3) E. R. Maetzold, Minneapolis Business College, Minneapolis, Minnesota. (4) Arvilla Michaels, Instructor, Gregg College, Chicago. (5) W. W. Lewis, Instructor, Gregg College, Chicago. (6) Catherine MacDonald, Instructor, Gregg College, Chicago. (7) Viona C. Hansen, Central High School, Grand Forks, North Dakota. (8) Mary B. O'Toole, Standard Commercial College, Hammond, Indiana. (9) Elsie Harrison, Lakeside High School, Lake Village, Arkansas. (10) Mary Bascom, High School, White Pigeon, Michigan.

(11) Margaret Meline, High School, Tracy, Minnesota. (12) Gena S. Ostby, State Teachers College, Mayville, North Dakota. (13) Marie Mahaffy, High School, South St. Paul, Minnesota. (14) Frances Sharpe, Blinn College, Branham, Texas. (15) Harry Leonard Jefferson, Union High School, Hemet, California. (16) Presley William Burroughs, Adult Education Program, Evanston, Illinois. (17) Greeley Wells, Lake Forest, Illinois. (18) Ary Phillips, Fremont High School, Vicksburg, Mississippi. (19) Mrs. S. M. Orr, Mrs. Orr's Shorthand School, Ottawa, Canada. (20) Louise Keber, Ridgefield Park High School, Ridgefield, New Jersey.

(21) Cleone E. Adams, Davis High School, Kaysville, Utah. (22) Erlene Jeanette Hale, Adela Hale Private Secretarial School, Hutchinson, Kansas. (23) Adela Hale, Adela Hale Private Secretarial School, Hutchinson, Kansas. (24) Earl Arthur Smith, High School, Selby, South Dakota. (25) Charles Henry Elam, Cincinnati. (26) Evelyn Mae Adams, Hattiesburg, Mississippi. (27) Darrell Block, Chicago. (28) May Deltry Beck, Allen High School, New Orleans, Louisiana. (29) Stella Cobb, High School, Brady, Texas. (30) Ruby I. Barham, Masonic Home, Fort Worth, Texas.

(31) Evelyn Therese MacDonald, Georgetown Visitation Convent, Washington, D. C. (32) Ethelyn Marine Hershey, High School, Sturgis, South Dakota. (33) Dorothea Delilah White, The Andrews School for Girls, Willoughby, Ohio. (34) Tillie Neft, Redondo High School, Redondo Beach, California. (35) Margaret A. Walsh, Washington High School, South Bend, Indiana. (36) Laura Marjorie Hershey, High School, Rutland, South Dakota. (37) Sr. Mary Leon'ida, H.F.N., St. Ann's High School, Chicago. (38) Sr. M. Silveria, Holy Family Academy, Chicago. (39) Sr. Mary Augustine, H.F.N., St. Josephat School, Chicago. (40) Sr. Mary Eva Claire, St. Ann's School, Detroit, Michigan.

(41) Sr. Mary Juliana, C.S.J., Nazareth Academy, La Grange, Illinois. (42) Sr. Mary Adeline, St. Joseph School, Peru, Illinois. (57) Janet Pomainville, Girls Junior Trade School, Wisconsin Rapids, Illinois. (108) Sr. Mary Viatora, C.S.C., St. Casimir Academy, Chicago.

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Students and Faculty of Gregg

(Continued from preceding page)

(43) W. D. Wigent, Manager, Chicago Office, Gregg Publishing Company. (44) Pearl Marie Parvis, High School, Hammond, Indiana. (45) Ruth A. Plimpton, Summer Session Instructor, Gregg College, Chicago; San Francisco Junior College. (46) Harold H. Smith, Summer Session Instructor, Gregg College, Chicago. (47) Pauline Bloomquist, Instructor, Gregg College, Chicago. (48) Goldena Fisher, Educational Director, Gregg Publishing Company, Chicago. (49) Katherine O. Bracher, Instructor, Gregg College, Chicago. (50) Nellie Collins, Township High School, Evanston, Illinois.

(51) John Robert Gregg. (52) H. J. Holm, Principal, Gregg College, Chicago. (53) Clyde I. Blanchard, Summer Session Instructor, Gregg College, Chicago. (54) Nann Z. Slade, Instructor, Gregg College, Chicago. (55) Louis A. Leslie, Summer Session Instructor, Gregg College, Chicago. (56) Mina Bearhope, Instructor, Gregg College, Chicago. (58) Prisca Barbara Batz, Bay View High School, Milwaukee, Wisconsin. (59) Regina Mary Batz, Pulaski High School, Milwaukee, Wisconsin. (60) Garnet E. Shehi, Union High School, Grants, New Mexico.

(61) Dorothy May Dempster, South High School, Lima, Ohio. (62) Lois Katherine Towner, High School, Hornell, New York. (63) Margaret Dorothy Tibbetts, John Greer High School, Hoopeston, Illinois. (64) L. Sheffey Patterson, Laurann School of Stenography, Selma, Alabama. (65) Mrs. Willina Ellison Scott, Vocational School, Fort Worth, Texas. (66) Mabel Stouffer, High School, Pioneer, Ohio. (67) Mildred Hartung, High School, Islip, Long Island, New York. (68) Mary Dorsey Clark, High School, Fork Union, Virginia. (69) Virginia Elizabeth Ross, High School, Barberton, Ohio. (70) Helen Eugenia Favero, Bates Township School, Iron River, Michigan.

(71) Eleanor M. Phillips, High School, Fremont, Michigan. (72) Alma I. Hughes, Senior High School, Johnstown, Pennsylvania. (73)

Mary Cody, Columbia Junior High School, Chicago. (74) Lorraine Adele Bickenbach, High School, Chicago. (75) Lorraine Jensen, High School, Chicago. (76) Lorraine Jensen, High School, Chicago. (77) Lorraine Jensen, High School, Chicago. (78) Lorraine Jensen, High School, Chicago. (79) Lorraine Jensen, High School, Chicago. (80) Lorraine Jensen, High School, Chicago. (81) Lorraine Jensen, High School, Chicago. (82) Lorraine Jensen, High School, Chicago. (83) Lorraine Jensen, High School, Chicago. (84) Lorraine Jensen, High School, Chicago. (85) Lorraine Jensen, High School, Chicago. (86) Lorraine Jensen, High School, Chicago. (87) Lorraine Jensen, High School, Chicago. (88) Lorraine Jensen, High School, Chicago. (89) Lorraine Jensen, High School, Chicago. (90) Lorraine Jensen, High School, Chicago. (91) Lorraine Jensen, High School, Chicago. (92) Lorraine Jensen, High School, Chicago. (93) Lorraine Jensen, High School, Chicago. (94) Lorraine Jensen, High School, Chicago. (95) Lorraine Jensen, High School, Chicago. (96) Lorraine Jensen, High School, Chicago. (97) Lorraine Jensen, High School, Chicago. (98) Lorraine Jensen, High School, Chicago. (99) Lorraine Jensen, High School, Chicago. (100) Lorraine Jensen, High School, Chicago.

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Allendale, Illinois. (75) Lor-
Illinois. (76) Thelma Mar-
Charleston, West Virginia. (77)
Washington. (78) Audrey
Colorado. (79) Marcelle S.
Goldendale, Washington. (80)
School, Castleton on Hudson.

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Helmer, St. Joseph's Academy,
Illie, High School, Watertown,
Foster, John Greer High School,
Daniel Smith, Edison Junior
Ruth Harris, High School,
Woodrow Wilson High
Williams, Roosevelt High

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Hart, Assistant Manager, Chi-
(93) Eleanor Valena Davis,
Ohio. (94) Florence Hazel
(95) Jane Helen Ciesla, Canan-
New York. (96) Alice M.
Missouri. (97) Mrs. L. E. Pin-
Sealscott, Nampa Business
Ann Swisher, High School,
Davis High School, Macon,

(101) Grace Hayes, High School, Bonaire, Georgia. (102) Mrs.
Rhea I. Uglow, Community High School, Warren, Illinois. (103)
Vesta Bratt, High School, Fairmont, Nebraska. (104) Bernice E. Ras-
mussen, High School, South Haven, Michigan. (105) Carrie Jane
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High School, Lyons, Nebraska. (107) Nolan E. Correll, Township
High School, Robinson, Illinois. (109) Sr. M. Simplicita, C.S.C., St.
Casimir Academy, Chicago. (110) Sr. Laurena, St. Joseph's Academy,
St. Paul, Minnesota.

(111) Sr. Mary Ruth, St. Mary's High School, Bird Island, Minne-
sota. (112) Sr. Carmel, Loretto Heights College, Denver, Colorado.
(113) Sr. Helen Jean Seidel, S.L., St. Patrick's School, Kankakee, Illi-
nois. (114) Sr. Mary Quendolyn Hersler, S.S.N.D., Notre Dame High
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Sr. Mary Naoma Bevering, S.S.N.D., Sacred Heart High School, New
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Lake College, San Antonio, Texas. (118) Sr. Mary St. Michael, Im-
maculata High School, Chicago. (119) Sr. Mary Anton, B.V.M.,
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(121) Sr. Mary Claver, Cathedral School, Sioux City, Iowa. (122)
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(123) Sr. Mary Immaculata, St. Mary's Cathedral High School, Lan-
sing, Michigan. (124) Sr. Miriam, Seton High School, Cincinnati,
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ristown, Tennessee. (126) Miss Myrtle Rose, High School, Savanna,
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Nevada. (128) Miss Ethel May Watkins, High School, Baldwin City,
Kansas. (129) Mrs. Muriel M. Crumrin, High School, Fairfield, Wash-

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ington. (130) Mary Eunice Hodges, High School, Pekin, Illinois.

(131) Matilda K. Raveill, High School, Cambridge, Illinois. (132) Patricia Verdier, High School, Charlotte, Michigan. (133) Eleanor J. Graham, High School, Glidden, Wisconsin. (134) Luella Marie Karstad, Gustavus Adolphus College, St. Peter, Minnesota. (135) Paul M. Pair, Registrar, Gregg College, Chicago. (136) Muriel Reynolds, High School, Thorp, Michigan. (137) Margaret Forcht, Howe High School, Indianapolis, Indiana. (138) Vivian Betty Thalberg, E. N. Woodruff High School, Peoria, Illinois. (139) Mary Emelia Doering, Manual Training High School, Peoria, Illinois. (140) Mary Margaret Cecil, Cecil's Business College, Spartanburg, South Carolina.

(141) Martha Nelta Beckett, Armstrong Junior College, Savannah, Georgia. (142) Becky Sharp, Eastern New Mexico College, Portales, New Mexico. (143) Martha Swem, North High School, Des Moines, Iowa. (144) Lina Maria Moulton, High School, Danville, Illinois. (145) Tressa Green Sharpe, Horace Mann School, Gary, Indiana. (146) Mary Frances Lynch, High School, Calumet, Michigan. (147) Janet J. Jackson, High School, Menomonee Falls, Wisconsin. (148) Edna Padovan, High School, Numa, Iowa. (149) Pauline Carmody, Consolidated Schools, Mingo, Iowa. (150) Lucile Annette Porter, North Idaho Junior College, Coeur d'Alene, Idaho.

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(171) Marguerite Dinkler, High School, Russell, Kansas. (172) Elsa P. Rieser, High School, Pittsfield, Massachusetts. (173) Helen Gertrude Warner, Senior High School, New Britain, Connecticut. (174) Virginia Eileen Woods, Jackson Township School, Massillon, Ohio. (175) Mrs. Mary Magdalene Womack, Thomas Jefferson High School, Richmond, Virginia. (176) Florence Elizabeth Herther, High School, Platte, South Dakota. (177) Mrs. Alice Jeannette White, Reno Business College, Reno, Nevada. (178) Ruth Louise Trilling, High School, Lemont, Illinois. (179) Caroline Stober, Girls Polytechnic High School, Portland, Oregon. (180) Margaret Crispin, High School, Woodstown, New Jersey.

(181) Pearl Sholberg, Moxee High School, Moxee City, Washington. (182) Elva Sholberg, High School, Waterville, Washington. (183) Nannie Lee Miller, Central High School, Tulsa, Oklahoma. (184) Martha Grant, Central High School, Tulsa, Oklahoma. (185) Mabel Mercedes Hull, Junior High School, Tulsa, Oklahoma. (186) Nina Lee Shaw, High School, Ontonagon, Michigan. (187) Julia Gatewood Ector, University High School, Columbia, South Carolina. (188) Mary Alice Hardesty, Public Schools, Vassar, Michigan. (189) Bernice Ward Stecher, High School, Gilman, Illinois. (190) Edna Lyndall Gregg, Community High School, Stewardson, Illinois.

(191) Nora L. Eklund, High School, Belle Fourche, South Dakota. (192) Florence Morton, South Side High School, Memphis, Tennessee. (193) Lucille Hallam, High School, Spanish Fork, Utah. (194) Leslie Elton Emmrich, Spencer Business College, New Orleans, Louisiana. (195) Opal Christensen, Ricks College, Rexburg, Idaho. (196) Russell Lowell Bloom, Lincoln High School, Ferndale, Michigan. (197) Ione Christensen, Brigham Young University, Provo, Utah. (198) Ruth Anthony Murray, High School, Prophetstown, Illinois. (199) Rodney B. Durner, Friendship High School, Adams, Wisconsin. (200) Marion M. Marcy, Peace Haven High School, Oakdale, New York.

S. B. E. A. to Meet in Nashville

THE eighteenth annual meeting of the Southern Business Education Association will be held in Nashville, Tennessee (often

called "the Athens of the South"), from November 28 through November 30. Convention headquarters will be the Andrew Jackson Hotel.

A fellowship dinner will open the convention. Dr. Benjamin R. Haynes, University

of Tennessee, and Professor D. D. Lessenberry, University of Pittsburgh, will be dinner speakers.

Dr. Frank Kyker, Chief of the Business Education Service, Washington, D. C.

Dr. Henry Harap and Joseph Romer, George Peabody College.

Clyde I. Blanchard, managing editor of the *BUSINESS EDUCATION WORLD*.

Mrs. Marguerite D. Fowler, Louisville Public Schools.

Dr. J. H. Dodd, Mary Washington College, Fredericksburg, Virginia.

Special programs have been arranged to suit the varying interests of teachers in colleges, universities, public schools, and private schools. Panel discussions have been planned in the secretarial, accounting, distributive-education, and consumer-education divisions.

The officers of the Association are as follows:

President: Parker Liles, Commercial High School, Atlanta, Georgia.

First Vice-President: J. Murray Hill, Bowling Green (Kentucky) Business University.

Second Vice-President: R. R. Richards, Eastern Kentucky State Teachers College, Richmond, Kentucky.

Secretary: H. P. Guy, University of Kentucky, Lexington.

Treasurer: L. C. Harwell, Robert E. Lee High School, Jacksonville, Florida.

Editor of "Modern Business Education": A. J. Lawrence, University of Kentucky, Lexington.



PARKER LILES

Parker Liles, president of the S.B.E.A., has received acceptances from the following educators who have been invited to appear on the program:

Professor F. G. Nichols, Harvard University.
Dr. McKee Fisk, Woman's College, University of North Carolina.
Mrs. Esta Ross Stuart, Columbia University.
Richard E. Jagers, director of teacher training and certification for the state of Kentucky.

Use Examples In Teaching Job-Hunting

SIDNEY and MARY EDLUND

EDITOR'S NOTE—The BUSINESS EDUCATION WORLD gave permission to teachers to reproduce for free distribution to their students Sidney Edlund's previous series, "Pick Your Job and Land It!" which was published in the B.E.W. last year. Both author and publisher were highly gratified by the comments of the teachers who wrote about using this series. We shall appreciate very much hearing the experiences of others.

WHEN an adult tries to help a young person find work, he may help in two ways—he may send the young person to possible employers, and he may inform the young person of job-hunting techniques.

It is rare to find young job-hunters who use the best methods. It is not that they are incapable of using good methods, but rather that, although they may have been told many times how to seek a job, they still do not understand how to go about it.

If you want them to understand, *illustrate every suggestion*. For example . . .

We met Walter in a New York settlement house. He was one of three boys who came to a meeting that should have had an attendance of two hundred, because that many young people in the area served by the settlement house were without jobs.

Walter said, when we questioned him, that his ambition was to become a first-class automobile mechanic. He had always worked well with his hands, and in school he had studied automobile repairing, but he had no actual experience. He had no knowledge of any other work.

Since this young man knew what he wanted to do and why, and had some preparation for it, we felt he was well on the way toward his starting job. But he felt that he was a long way from a job. He had asked for work in every garage in the neighborhood, and they had all said they would consider only experienced mechanics.

We suggested that the young man ask fifty car owners why they bought their gasoline and oil at specific service stations.

We asked the youth to keep notes of why people bought from certain service stations and avoided others. Then he could take his data to the proprietors of the larger stations, explain his interest and his knowledge of cars, and say that he believed he could help bring in customers and hold them. His list would show that already he knew many things that attracted customers.

The young man liked the idea. Since he was without experience, he stood a much better chance of getting a job in a filling station than in a garage, and even in a filling station he would begin to get some repair experience. He felt sure the plan would help him to land a job.

Then we told him of two inexperienced boys in White Plains, New York, who used a similar plan. For months they had been looking for garage jobs. Within two weeks after they tried this survey plan, they landed satisfactory jobs in filling stations.

Before we left the settlement house that evening, each of the three boys had a plan just as definite as this.

Why could they understand so readily? Because everything we told them was illustrated by an actual case—often their own cases.

We met another young man, Joe, in a boys' club in Connecticut. He wasn't afraid of work. He was "willing to do anything." When he left school, he had tried the grocery stores, the filling stations, and the restaurants. He got a temporary job washing dishes and another helping out in a grocery store on Saturdays, but nothing steady. He gave up trying, except when he happened to hear of an opening.

"If we could give you any job in town," we said to Joe, "what would you ask for?"

Joe replied, "Well, some day I want to be



MARY EDLUND

delphia and a department head of the Chase National Bank, New York. Is a leader and director of the Man Marketing Clinic. Mr. and Mrs. Edlund have written more than a score of articles on placement and the techniques of getting jobs. Several appeared in the B.E.W. during the past year.

ABOUT THE AUTHORS

SIDNEY EDLUND heads the firm of business consultants bearing his name. He has been president of Life Savers, Inc., and of Pine Brothers, Inc. He has taught over twenty thousand men and women to sell goods and services. Is an associate editor of *Scribner's Commentator*. Founder and organizer of the Man Marketing Clinic, and co-author of "Pick Your Job—and Land It!" (Prentice-Hall), with his wife, MARY EDLUND, who before her marriage was a high school teacher of English in St. Joseph, Missouri. She has been an industrial-relations consultant with the Independence Bureau of Phila-



SIDNEY EDLUND

a builder. I tried a couple of builders, but they have to take union men. So I asked a fellow in the union, but they won't take any apprentices."

We suggested that Joe try to figure out another avenue that would give him some preparation for the work he really wanted. Suppose he were to get a job with a firm that sells supplies to builders.

Joe thought this was a good idea, but he was afraid he would never land the job without experience. We agreed that he wouldn't stand much chance if he just went in and asked for a job, as he had been doing. Together we worked out another plan.

There were five firms in town selling building supplies. He found out the names of the managers. This is how Joe described his interview with the first manager:

I went in and said, "Mr. Morrison, I am Joe Wilson. I'm a member of the Boys' Club, and last year I saw you at the dinner the Rotary Club gave for us. I've come now to ask your advice. I've always thought I would like to be a builder. I took all the carpentry I could get at school and liked it. At home I've always kept everything in repair.

"But I find it tough to get a starting job. The builders have to take union men, and the union won't take any apprentices now. I would be just as much interested in a building-supply firm. I believe I could be of real help because I've picked up so much about building. I'll always be thinking of what each thing we sell is to be used for, and that should help sales. If I had a steady job I could go to the trade school up in Center-

ville for evening courses, and learn more about building, so I can talk the language of my customers.

"What do you think of the idea?"

Mr. Morrison said it seemed all right to him, and he would keep me in mind the first opening he had. Then I asked him if he could suggest anything I could do to fit myself for that opening. He said no, he thought I was on the right track. Then I asked him if I could come back from time to time to let him know how I got on, and he said yes, he'd like to hear.

Joe saw the other four men and got three more promises to "keep him in mind." Then he wrote letters to all five, thanking them for their interest and help. He began saving up the money he earned on his Saturday job, and used it for carfare to Centerville, where he interviewed more building-supply firms. But before he had time to finish all his interviewing, Mr. Morrison wrote him to drop around.

Joe got a job with Mr. Morrison.

Then there was a small-town girl named Nora. She had no training or experience. She lived with her mother, who had a very small income. Springdale didn't offer many chances for a girl, but Nora felt she had to stay there. She asked for a job in every store in town, without success. Most of the clerks had held their jobs for years and were likely to keep them until old age overtook them.

Nora decided she would have to *make* a job for herself. Of all the stores in town, she thought she would rather work in the one department store. Her fingers itched to

liven up their displays, to dress up some of their customers, to help Springdale residents brighten up their homes.

Department by department, she made a study of the store. She examined the merchandise on display. She wrote to manufacturers for their literature. She pored over catalogues, studied fashion and home-making magazines, read books on interior decoration. She courted opportunities to shop with her friends. She earned a reputation for helping her friends choose becoming clothes. Her own shopping she saved till Saturdays, when the farmers came to town. She watched what they bought.

A Tailor-Made Job

Then Nora decided it was time to go back to the manager of the department store, even though she knew there was no vacancy. She told him what she had done, mentioning some of the items her friends would like to buy in Springdale if they were stocked. She named five of the store's good customers whom she had been helping to choose clothes. Nora felt sure they would try to buy from her instead of going to the city, if she were with the Springdale store.

The manager was impressed, but he wasn't used to hiring a girl when there wasn't a vacancy. Nora said he wouldn't have to pay her until he was sure she could produce business. If he would give her three tables from the furniture department and some space near the side door, she would use them for attractive table arrangements, to display linen and tableware. That particular spot was being used for bedding, which wasn't moving fast at that season. So Nora won her point. Her attractive table settings resulted in a very nice sales increase in linens, china, and glassware.

By this time the manager could see that Nora would be paying her own way in a short time, so he put her on the pay roll.

The same principles work in many diverse fields. For example, another girl who graduated from high school without any special training tried first to get a job in general office work and then as a clerk in the stores. She had no luck. She didn't seem fitted for anything special. She seemed skeptical when

we told her *everyone* has some assets of value to an employer.

It developed that Amy had an asset, too. She was very fond of children and was very successful in handling them. While she was in school she had earned her spending money by taking care of children when their mothers were out. She brightened as she talked of it. What she would *really* like was kindergarten work—but of course she couldn't afford the special training.

We wondered if she couldn't get around that barrier. It happened that Amy lived near the seashore and was an excellent swimmer. Summer was approaching; it seemed possible that she might earn some money and at the same time advance a little toward her goal by supervising a small group of children at the beach during half of each day. She canvassed families with small children and found one mother of two children who was interested. In order to reduce her expense, this mother helped Amy to get together a group of five.

So successful was Amy with the children that the mothers were glad to arrange a co-operative play group for the winter months. This steady job enabled Amy to go in to a nearby city for afternoon courses in kindergarten work.

Young people like these continually come to us, as they come to many others. It is very seldom that they cannot be stimulated to find an interest in some special kind of work and to work out a campaign to get satisfactory starting jobs. But we have found that if suggestions are to be understood and followed, it is impossible to overwork those two little words: "For example."

[EDITOR'S NOTE—Next month Sidney and Mary Edlund will discuss vocational guidance from the points of view of recent graduates and employers. Subsequent articles will suggest in detail how schools may organize to help more of their students bridge the gap between school and business.]

HARRY LOEB JACOBS, president of Bryant College, Providence, Rhode Island, has added to the physical equipment of the college a fifteen-room dormitory, which will be known as Bryant Hall in memory of H. B. Bryant, one of the early presidents of the school. This brings to nine the number of buildings now owned by the college.



Achievement Tests In American Business Law

R. ROBERT ROSENBERG, Ed.D., C.P.A.

1. The Law of Contracts

THE following examination is the first in a series of four to be presented in the BUSINESS EDUCATION WORLD. The topics to be covered are as follows:

1. The Law of Contracts.
2. The Law of Sales of Personal Property and Bailments and Carriers.
3. The Law of Negotiable Instruments, Guaranty and Suretyship, and Insurance.
4. The Law of Agency, Partnerships, Corporations, Real Estate, and Social Legislation.

Each examination consists of two parts, each requiring 20 minutes: a true-false test of sixty statements, and a matching test containing twenty expressions. The correct answers are shown in parentheses after each statement and expression.

If desired, each part of the examination may be divided, making four 10-minute tests. The matching test is constructed so that the first fifteen words or phrases in Column I and the first ten expressions in Column II may be used as a 10-minute test, and the remainder as a second 10-minute test. The true-false test may be similarly divided into two tests, each containing thirty statements and requiring 10 minutes.

Permission is granted to teachers to duplicate these tests for free distribution to their students.

1. The Law of Contracts TRUE-FALSE TEST

Average Time, 20 Minutes

The truth or falsity of each of the following statements depends on the italicized words in the statement. If the statement is true, write *T* in an answer column at the extreme right; if false, write *F* and, in parentheses, write the word or phrase that

will make the statement correct. (The answer column is omitted here to save space, and the answer follows directly after the statement.)

1. *Fraud* renders a contract voidable at the option of the injured party. . . . (T)
2. A *reasonable restraint of trade* in a contract does not affect its validity. . . . (T)
3. A contract resulting from an agreement between two or more persons based upon legal consideration is *not always* valid in the eyes of the law. . . . (T)
4. A second-hand automobile is sold for \$150 cash. This is an *executory* contract. . . . (F—executed)
5. Contracts made by minors for necessities at reasonable prices are *voidable* contracts. . . . (F—binding)
6. Valid contracts *always* result if the parties are of legal age and sound mind. . . . (F—often)
7. An offer and an acceptance *always* result in an agreement enforceable at law. . . . (F—not always)
8. An *entire* contract is a contract that has two or more parts *dependent upon one another*. . . . (T)
9. A written contract to be legally enforceable *must always* be prepared on a special form required by law. . . . (F—need not)
10. *Parol* contracts include oral contracts as well as written contracts. . . . (T)
11. A promise by one party to a contract in return for the promise by the other party *does not* constitute sufficient valid consideration to make the agreement result in an enforceable contract. . . . (F—does)
12. A *valid* contract is an agreement that results in an obligation enforceable at law. . . . (T)
13. A *valid* contract results when an agreement may be rejected or disaffirmed by one of the parties. . . . (F—voidable)
14. A qualified acceptance is *not effective*. . . . (T)
15. *All oral* contracts are not enforceable. . . . (T)

16. An advertisement in a newspaper *is considered* an offer to the public. . . . (F—is not)
17. A contract results *only* from an offer and an acceptance. . . . (T)
18. It *is* necessary to communicate the revocation of an offer. . . . (T)
19. A contract calling for the performance of an illegal act is *always void*. . . . (T)
20. An offer *may not* be revoked after it has been accepted. . . . (T)
21. An option always lapses after a *reasonable time*. . . . (F—agreed time)
22. An acceptance *must always* be communicated in order to result in a contract. . . . (F—need not always)
23. Any contract with a minor other than for necessities is *voidable* at the option of the minor. . . . (T)
24. An adult *may* avoid or disaffirm a contract at any time. . . . (F—may not)
25. A minor *may not* avoid a contract if he falsely represented himself to be of age. . . . (F—may)
26. A minor *may* appoint an agent to do for him what he may and could do personally. . . . (T)
27. A minor *is liable* for damages if he injures another or his property. . . . (T)
28. A contract entered into on a Sunday is *always void*. . . . (F—not always)
29. Charging more than the maximum legal rate of interest which may be charged for the use of money is called *usury*. . . . (T)
30. Contracts entered into, or to be performed, on a legal holiday other than on a Sunday, *are generally held* to be valid. . . . (T)
31. An *express* offer is one made orally or in writing. . . . (T)
32. A person who works for another without his knowledge *may recover payment* for the reasonable value of the work. . . . (F—may not)
33. Using articles delivered by mistake *results in an implied promise* on the part of the user to pay their reasonable value. . . . (T)
34. The offeror *can so word* his proposition that silence on the part of the offeree may be interpreted as an acceptance of the offer. . . . (F—cannot)
35. A minor *may*, upon becoming of age, affirm part and disaffirm another part of his contract. . . . (F—may not)
36. A contract based upon past consideration *is binding*. . . . (F—is not)
37. A mistake as to the identity of the person with whom one is dealing *gives* the person making the mistake the right to avoid the agreement. . . . (T)
38. A mutual mistake as to the existence of the subject matter *prevents* the formation of a valid contract. . . . (T)
39. A fraudulent contract *is voidable* at the option of the injured party. . . . (T)
40. *Duress* is the forcing of a person to do something he does not want to do. . . . (T)
41. A moral obligation *constitutes* a valid consideration. . . . (F—does not)
42. An executory contract is *void* unless all its promises have consideration. . . . (T)
43. Consideration *need not be adequate* in value to the thing promised to be valid. . . . (T)
44. Agreements in restraint of marriage *are void* for reasons of public policy. . . . (T)
45. A promise to make a gift *is not binding*. . . . (T)
46. Oral contracts for the sale of real estate *may not* be enforced. . . . (T)
47. Contracts that cannot be performed within one year *must be in writing* to be enforceable. . . . (T)
48. The person named in a will by the testator to carry out its provisions is known as the *administrator*. . . . (F—executor)
49. An oral promise to pay a debt after it had been discharged in bankruptcy proceedings *is enforceable*. . . . (F—is not)
50. A *formal* contract must always be in writing and under seal. . . . (T)
51. A contract *may be made* between two persons for the benefit of a third person. . . . (T)
52. A contract of employment or for personal services may not be assigned. . . . (T)
53. A *novation* results when the parties or the terms of an existing contract are changed by the mutual consent of the parties. . . . (T)
54. An assignment gives the assignee *no better title* than his assignor had. . . . (T)
55. *Tender* is an attempt to do what one is obliged to do under a contract. . . . (T)
56. Delivery *is necessary* in order that a valid gift may result. . . . (T)
57. A person *may be guilty* of fraud even though the other party to the contract suffered no damages. . . . (F—may not be)
58. A contract for work, labor, and services *is required*, under the Statute of Frauds, to be in writing to be enforceable. . . . (F—is not)
59. An oral contract *is not* as binding as a written contract. . . . (F—is)
60. A minor's failure, upon becoming of age, to affirm an executory contract *implies disaffirmance*. . . . (T)

Teachers of Transcription:

A series of new Transcription Projects and certificates will be presented by the BUSINESS EDUCATION WORLD in the November issue as an addition to the already widely used B.E.W. Project Service.

MATCHING TEST

Average Time, 20 Minutes

On a sheet of paper, write the numbers of the expressions in Column II. Choose the word or phrase in Column I that is most closely related to each expression. Then write, after each number from Column II, the corresponding number of the correct word or phrase in Column I. The number of the correct answer is shown here in parentheses after each statement.

COLUMN I

1. Statute of Frauds
2. Statute of Limitations
3. Administrator
4. Tender
5. Executed
6. Undue influence
7. Fraud
8. Injunction
9. Executor
10. Contract
11. Executory
12. Duress
13. Performance
14. Breach of contract
15. Specific performance
16. Bankrupt
17. Restraint of trade
18. Voidable
19. Usury
20. Specialty contract
21. Assignment
22. Consideration
23. Nominal damages
24. Anticipatory breach
25. Damages
26. Novation
27. Liquidated damages
28. Parol contract
29. Valid
30. Insolvent

COLUMN II

1. A contract that has been completely performed. . . . (5)
2. An order from a court prohibiting a person from doing a certain thing. . . . (8)
3. An intentional misrepresentation of a material fact made for the purpose of inducing another to act on it to his injury, and succeeding in so doing. . . . (7)
4. A person appointed by a court to settle the estate of one who died without leaving a will. . . . (3)
5. A contract for the sale of real estate must be in writing. . . . (1)
6. Forcing a man to act by threatening violence to his child. . . . (12)
7. An agreement made between competent parties to do or not to do a particular act for a legal consideration. . . . (10)
8. Fixing the period of time for the recovery of a debt by legal action. . . . (2)
9. Offering to do without qualification what one is legally bound to do under a contract. . . . (4)
10. The failure of a party to an agreement to perform his promise without legal excuse. . . . (14)
11. An announcement by a party to a contract that he does not intend to go through with the contract. . . . (24)
12. A provision in a contract that damages shall be paid at a specific rate or in a lump sum in case of breach. . . . (27)
13. A court order commanding a breaching party to go through with his part of the contract. . . . (15)
14. A person who is unable to pay his debts when they become due, regardless of the extent of his assets. . . . (30)
15. Charging a rate of interest in excess of the legal rate established by law. . . . (19)
16. A written agreement that is signed, sealed, and delivered. . . . (20)
17. The means of transferring one's rights to another. . . . (21)
18. Something of value in exchange for which a promise is given and which makes the promise binding. . . . (22)
19. When the parties of a contract act in a way inconsistent with the terms of the agreement, it is held by implication that a new contract is substituted for the original one. . . . (26)
20. The legal remedy for an injury done to another. . . . (25)

JOSEPH F. DONOVAN, for the past nine years a teacher of business subjects in the Tupper Lake (New York) High School, has been appointed superintendent of schools, succeeding Robert E. Minnich, who resigned last spring.

Mr. Donovan is a graduate of Plattsburg (New York) Normal and received his B.S. degree from Albany State Teachers College. He received his M.A. degree from New York University at the end of the 1940 summer session.

THE American Association of Commercial Colleges will hold its next meeting in Chicago, in conjunction with the N.C.T.F. convention. A business meeting, in the afternoon of December 26, will be followed by a banquet at 6:30. L. E. Frailey, letter specialist and well-known writer and lecturer on business subjects, will deliver the principal address of the evening.

C. M. Thompson, president of Thompson College, York, Pennsylvania, is president of the Association.

Wondering AND Wandering



WITH

LOUIS A. LESLIE



HERE is a project for your classes or for yourself. For the best paper turned in, the B.E.W. will give a check for \$20; for the second-best paper, \$10; and honorable mention to the next five papers in order of merit. What is the project?

We all know that if every writer of Gregg Shorthand failed to report for work some morning, the wheels of American business would come to an almost complete stop for the moment. Many times, when thinking about the invention of Gregg Shorthand, first published May 28, 1888, it has occurred to me that Gregg Shorthand was invented at almost the same time as nearly every other device that makes the American business office what it is today.

That is to say, within a period of about twenty years, all the modern business inventions made their appearance. The project suggested is a compilation of the stories of these essential business devices, including the date on which each was first made commercially practicable and a few words of comment about each one and its importance to modern business.

The minimum list that would be acceptable for this project would contain the telephone, the typewriter, Gregg Shorthand, the Linotype, the check writer, the adding machine, the duplicator, and the addressing machine.

The Linotype is included in the list because to it we owe cheap printing, and

business today could not be what it is without cheap printing. The telephone is included because it is primarily a business instrument. Such things as the electric light are excluded because they do not seem primarily business devices. As you make your list, however, include any devices omitted in the list just given—but justify their inclusion as business instruments.

It should be interesting for us to see in the winning paper the evidence that most of the things we take so casually for granted in business as if they had always existed are actually of relatively recent invention. (The daughter of the inventor of the typewriter is still alive—the first woman ever to have written on a typewriter!)

But even more interesting to me is the thought that all these inventions came in one great surge just as if some mighty power had suddenly decided that business wasn't doing very well and needed more efficient instruments. Of course, that wasn't it, but when you complete your contest entry you will be amazed to see how true this thought seems to be.

This should make an excellent project for any business class, whether it is studying shorthand or typing or bookkeeping or English. Of course, if you want to do all the work yourself, you may submit an individual paper. But it will probably be more fun to make a class project of it and submit a joint entry.

Although this is a very informal contest, we must have some rules.

Contest Rules

1. Papers must be addressed to Louis A. Leslie, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y., and must reach him on or before November 15, 1940. All papers become the property of the B.E.W.

2. Each contest entry must be submitted by a teacher, even though it is the composite work of a class and the prize will be awarded to the teacher. But what a celebration you will have if your class wins!

3. Add more items to my list if you can, justifying them as business instruments. The

story of each item may not exceed 200 words; the shorter the better!

4. The board of judges shall consist of Dr. John Robert Gregg, Clyde Insley Blanchard, and Louis A. Leslie. Their decision shall be considered final. In case of a tie, the full prize will be awarded to each tying contestant. No fee is required.

- • Marvin Fein is a young, ambitious teacher in a young, ambitious school—the Central Commercial High School in the City of New York. As part of the work in a college course he is taking, he recently made a research that, unlike most researches, makes very interesting reading. It was a research made to determine the effect the theoretical correctness of a shorthand outline has on its legibility. There were about 115 pupils in the group used.

Mr. Fein found that of all the outlines the pupils wrote, 13 per cent to 23 per cent were incorrect from a theoretical point of view. However, 91 per cent to 94 per cent of these theoretically incorrect outlines were correctly transcribed.

One of his findings runs contrary to the impression that many teachers have. It has often been assumed that the longer the time that has elapsed since the pupils completed the study of the "theory," the more theoretical errors would be found. He found, however, that the 60-word class made 23.1 per cent of theoretical errors, while the 80-word class made only 16 per cent of "theory" errors, and the 100-word class wrote only 13.3 per cent of the outlines incorrectly.

Experience has proved that in general this refining process continues, and that the higher the writer's speed, the higher is likely to be his accuracy in "theory."

- • While I was on the West Coast this spring, I clipped out of the Sunday *Oregonian* a news item that will make all stenographers give a cheer for Miss Hansen, who should be known henceforth as "the lucky stenographer." Here is the item:

Fairbanks, Alaska, April 21 (AP)—The crack that all Alaska awaited came at 3:27 P.M. Saturday as ice in the Tanana river began moving at

the town of Nenana bringing a prize of approximately \$80,000 to Clara Hansen, Anchorage stenographer.

Miss Hansen had missed by just one minute guessing the exact time the frozen river would begin its annual trek downstream, thereby tripping an elaborate measuring device and deciding the famous Nenana breakup guessing contest.

- • "I find that for the most part students measure up to the expectations of the teacher." This is a sentence from a letter written to me by Miss Audrey Tenney, assistant professor in secretarial science, Akron University, Akron, Ohio.

Shortly before receiving this letter, I had visited Akron University and was amazed and delighted to find that almost all the shorthand teacher-training pupils, as well as those in the secretarial department, reached 140 words a minute. In addition to that, one pupil won the Gregg Expert Medal for 160 words a minute in the school year 1937-38 and another won it in the school year 1938-39. Akron University has at least one 175-words-a-minute medal to its credit.

What a fine, refreshing thing it is to find these high standards for shorthand work! What businessman would not count himself lucky to have a girl who writes 140 words a minute in shorthand, and therefore has plenty of reserve speed so that she never has to hurry to get the dictation, and consequently always has time to write good, clear, legible shorthand notes. And how fortunate the class that gets one of these teachers who, in addition to her courses in methods, has been through the mill; who knows how it feels to write at 140 words a minute; and who knows, therefore, how to bring her pupils up to that speed in the most efficient and practical manner.

- • It has always been our belief that both the bright pupils and the dull pupils are better off in segregated classes. In a mixed class, the bright pupils are bored by the slow pace required by the dull pupils, and the dull pupils in turn are constantly humiliated by the offhand way the better pupils accomplish tasks that seem totally impossible to the dull pupils.

Not long ago, Dr. John L. Stenquist, director of research for the Public Schools of Baltimore, expressed the situation very well.

When Thorndike proved by objective measurement that in the majority of capacities the most gifted pupil will, in comparison with the least gifted of the same age, do over six times as much in the same time, or the same amount with one-sixth as many errors, he fired the shot that was destined to be heard around the educational world. . . .

We began to argue that it would be preferable to place together in a classroom pupils of a like degree of mental ability and at approximately the same level of achievement. This doctrine was

revolutionary in 1920, and dire results were predicted.

Today we take homogeneous grouping for granted and every intelligent principal demands continuous cumulative test data to make such grouping possible. We recall with interest the horrors of Determinism in which it was prophesied that every pupil would be labeled, society stratified, and democracy threatened. This calamity, fortunately, has not happened. We have found that it is impossible to eliminate variability in our classes although we have been able to reduce it and to develop new teaching and administrative techniques to offset its effects. Our greatest advance has been in the development of a new point of view—in the realization that since differences exist we must do something about them.

This Way Up, Vocational Teachers!

THE School of Trade and Industrial Education, a genuine vocational clinic offering complete training from the first credit through the master's degree, completed its third successful summer of operation at Daytona Beach this year.

Practical solutions for the problems of instructors, co-ordinators, and administrators are offered in the school, which is part of the University of Florida and was established in 1938 by Dr. Colin English, of the Florida State Department of Education; Dean J. W. Norman, of the University of Florida; and Robert J. Dolley, State Supervisor of Trade and Industrial Education.

Many state supervisors and co-ordinators are on the faculty, and experts from the office of Education in Washington work closely with the college.

There is something very stabilizing about this relationship between faculty and student body. Here is a mingling, both during and after school hours, with no loss of dignity but with a strong feeling of companionship and a "help one another" spirit that must produce results when these teachers return to their classrooms and begin once more to instruct their own groups.

There are three honorary societies in the school. Besides Iota Lambda for vocational teachers, there is the chapter of its sister sorority, Tau Gamma Sigma; and during the

past summer a chapter of Eta Mu Pi, honorary retailing fraternity, was installed.

Students of the Daytona Beach Opportunity School are housed in the same building with the School of Trade and Industrial Education, so that teachers taking practice-teaching courses may have classes available.

In this new undertaking of the University of Florida, Robert J. Dolley, director of the school, has drawn together under one roof a faculty of outstanding men and women, recognized for the work done in their respective fields. He has thoroughly imbued them with his enthusiasm and ideals.

Practice-teaching courses relating especially to the commercial field were offered during the past summer under the following instructors:

Typewriting: Walter T. White, Pacific Coast manager, H. M. Rowe Company, San Francisco.

Business English: W. P. Boyd, University of Texas, Austin.

Office Practice and Filing: E. W. Alexander, assistant principal, Hadley Vocational School, St. Louis.

Gregg Shorthand: Ellen S. Patten, Dobbins Vocational School, Philadelphia.

Machine and Pen Bookkeeping: Robert Ashford, Vocational School, Jacksonville.

Dictation and Transcription: W. Briant Hobson, head of the secretarial-training department, Drake Business School, New York.

—*Ellen S. Patten, Dobbins Vocational School, Philadelphia.*

Some Speed-Building Suggestions

CLYDE INSLEY BLANCHARD

3. *Practicing Previews*

WHAT instructions do you give your advanced-shorthand pupils with regard to practicing previews? Perhaps I should first state my definition of "preview" as I use it in my own advanced-shorthand teaching.

A preview of a take consists of those words and phrases that, in the teacher's judgment, might cause the students to hesitate in writing from dictation. The hesitation might be caused by a theory difficulty, a penmanship difficulty, or a phrasing difficulty.

My selection of the words for the preview is based upon my own reaction to each outline as I write the take, preferably from dictation, before dictating it to my students.

I used to select previews solely by reading the take through once or twice and underlining the words or phrases that I knew from experience would need practice.¹ A few years ago, however, when I found it necessary to write on the blackboard for my students at speeds above 120 words a minute, I soon became conscious of the fact that my previews needed revision. Some outlines could be omitted, because I did not find them at all difficult to write; other outlines that I had entirely overlooked needed to be added, not because of any theory difficulty, but because of a fluency difficulty.

That kind of difficulty does not become evident to the teacher until he, himself, has written the outline at high speed.

I have become convinced that previews selected by the teacher after he has written the take are far more valuable than those selected before he has written the take. My own previews are longer than they used to be, and the increase in the number of outlines in my previews has almost wholly consisted of outlines that I want the students to practice for increased fluency rather than for increased accuracy of theory.

Now, back to the question, "How do you practice previews?" I am going to tell you how I practice previews, then I am going to ask you to send me in return a description of your method.

Learning shorthand consists of so much practice that I am constantly striving to improve my practice technique. I used to assign previews rather casually for practice. At the time allotted for assigning the next day's lesson, I would ask the students to read the previews for the next day's dictation either from their texts or from outlines I placed on the board if their texts contained no previews. Then I would have them write the previews once in shorthand so that they might ask questions or receive needed help in advance of their home practice. My standard instruction for their home practice was, "Practice the outlines in the previews from three to five times, using your own judgment as to the exact number of times."

The next day, after dictating the "warm-up," I would dictate the preview once slowly and a second time more rapidly, having the students read back the outlines each time. Then I would dictate the take.

Again my experiences with my high-speed classes at Hunter College, New York City, led me to develop a different and, in my judgment, a better method of procedure—in this case the practicing of previews. I found it impracticable to assign previews in advance for home practice, so I wrote the preview for each take on the board before dictating the take and had it practiced in the following manner:

First, I had the students read the preview in concert. Second, I dictated the preview slowly and very distinctly, word by word, and asked the students to check their outlines with those on the board. Third, I dictated the entire preview at the rate of at least one outline a second and again asked the students to check their outlines with those on the board.

¹See "Twenty Shortcuts to Shorthand Speed," Clyde I. Blanchard, pp. 59-61. Gregg Publishing Co.

My fourth step is the one I wish to call to your special attention. I redictated the preview but added to each word in the preview a few of the words in the take that came before and after the word in the preview. For example, if the word in the preview was "blackboard," I would dictate the following excerpt from the take:

"The teacher places on the *blackboard* the words selected."

If the next word in the preview was "presentation," I would dictate:

"This initial *presentation* need not take more than 30 seconds."

I dictated the entire preview in this manner.

This fourth step was added because I found that if I stopped at the end of the third step many of the students were still unable to write the outline in the preview without hesitation during the dictation that followed. The word came upon them too quickly and without warning. By practicing a few words before and after the word, they became familiar with its setting and its meaning in the context so that, when the take was dictated, they had sufficient warning and were prepared to write the word as soon as they heard it.

After some experience with this fourth step, I dropped the second and third steps and now concentrate all preview practice upon word groups as just described.

Try this fourth step, if it is new to you, and let me know the results. Also, don't forget that I have asked for *your* method of practicing previews. I have already asked Mr. Leslie for his method to start the ball rolling.

Mr. Leslie employs the preview in a slightly different manner. According to his plan, the teacher places on the blackboard the half-dozen or so words selected from the first minute of the material to be dictated. The pupils read the words aloud as they are placed on the blackboard. The teacher then points quickly at random to the words for a few additional readings. This initial presentation and rereading of about ten words need not take more than 30 seconds at the most.

The teacher then gives the 1-minute dic-

tation, places on the blackboard any additional outlines that may be requested, and points rapidly at random while the pupils again read aloud in concert all the outlines on the blackboard. This should not require more than 30 seconds. The minute is then redictated and the preview reread.

The teacher then places on the blackboard the preview for the next minute of the dictation, proceeding in this way until the entire five minutes have been covered. Then before giving the 5-minute dictation as a unit, the five previews are reread aloud in concert from the blackboard as the teacher points rapidly at random.

Mr. Leslie says that he prefers the concerted reading from the blackboard of the preview rather than the writing, because in a very short time it is possible to get the pupils to read each outline a number of times, thus strengthening the impression of the outline and saving time that may be more profitably used for additional dictation of connected matter.

Enjoy Your Shorthand Teaching

A teacher said to me at the close of our shorthand course last summer: "Mr. Blanchard, both my students and I are going to enjoy shorthand this coming year. I have been too serious with them and I have worked them too hard."

Until she had written a 5-minute take in the classroom herself, she had not realized how tired the hand and arm of the student become.

My suggestion to her, that at the end of the take she lay down her pen and rest her hand a moment before taking the next dictation, was most welcome. For the first time she realized that she had never thought of giving her students any rest during the class period.

Shorthand is easy to write. Why not enjoy writing it? Why be so serious in your teaching? The penmanship faults and the theory mistakes made today have a way of correcting themselves tomorrow or the next day when you build each day on the little well done and forget the rest.

Next month: "My Speed-Building Experiences at Gregg College."

Commercial Education on the Air

DOROTHY M. JOHNSON

OF the many radio scripts available for educational use, a few are suitable for the specialized use of business educators. But many of us realize, when we are confronted with the production of a radio program, that our needs are not filled by any script to which we have access. There are two ways out of this dilemma—(a) we write our own or (b) we decide to forget the whole matter.

The latter is no solution, but it is not my intention to give a pep talk on the subject. I want to tell you, instead, what some other business educators have done in preparing their own scripts.

Charles Apel, formerly of State Teachers College, Kearney, Nebraska, has prepared several scripts, two of which, in particular, I want to describe here.

Once before, in this department, we said that radio programs could advertise the school, or render a public service, or both. Mr. Apel's programs do both, for, whether or not the listener is conscious of being educated, he does absorb information and he does come to associate that information with its source, the school.

One such program, offered in the public interest, was "Some Legal Aspects Affecting the Home." Mr. Apel prepared the script, and students in the commercial department presented it on the air. The scene was "A meeting of Any Town women's club in the state of Everywhere." The club president called the meeting to order and then stated:

At our last meeting, as you remember, we had a Government expert tell us how to get the most for our money. Today we have the privilege of listening to Mr. Rogers, the Attorney General, who has consented to inform us as to some legal facts concerning the home. Mr. Rogers, it is indeed a pleasure to have you with us.

"Mr. Rogers" was a student, of course, and the dialogue was prepared in advance. He replied:

Thank you, Mrs. Brown. I consider it a privilege to discuss your problems with you ladies today. I am not going to give you any formal speech but rather conduct the meeting informally. I want each of you to feel free to ask me questions of a legal nature that are bothering you. Now is the time for some of you ladies to get some free legal advice, inasmuch as my salary is paid by the state.

Such questions as these were asked and answered:

How can my husband and I know that our house is ours after it's paid for? (The answer involved registry of deed, examination of the abstract, homestead exemption.)

If a visitor falls down our front steps, can she sue us for damages?

Is the owner of a dog liable for damages if the dog bites someone who comes into the yard?

Can our landlord force us to move without notice, if we continue to pay our rent?

What will happen to me and the children if my husband dies without making a will?

Can you tell us how to make a will?

Suppose the maker of the will thinks his wife does not have the ability to administer the estate. What should he do?

Our neighbor was buying furniture on the installment plan but she lost it all in a fire. Now the collector says he will sue if she does not finish paying. Can he do so?

Can the church make you pay an amount you have promised?

Can a man's creditors take his insurance away from his widow?

Well-chosen questions, aren't they?—and typical of those confronting most of us. Of course "Mr. Rogers" could not answer some of them, and he said so plainly. If the program served no other purpose than to persuade a few of its listeners to seek a lawyer instead of getting into legal embroilments through their own efforts, it was worth while. But it did serve other purposes—it gave participating students rather unusual experience to relate when they go out job-hunting; it publicized the school; it built good will among taxpayers.

"Applying for a Position" is another of Mr. Apel's scripts, very different from the

one we have just described, but likewise very useful. The listening audience in a town having a state teachers' college would naturally include a great many students of that institution.

"Applying for a Position" was an interview between a school superintendent and a teacher applicant. Both parts were taken by students who had completed the course in salesmanship.

The program began with the reading of the applicant's letter and continued with two-way dialogue. According to the introduction, "Many of the questions may be asked only once in a hundred interviews, some may not be asked at all by many superintendents, and some may be asked by every superintendent."

The superintendent in this sketch was *very* inquisitive. Any applicant who could answer all the questions without bursting into tears of rage and bewilderment ought to get the *superintendent's* job! This sketch must have been very enlightening to many trusting young students, if it didn't scare them clear out of teaching. Well, it's better to be enlightened before the interview than after it.

Here are just a few of the questions.

Are you a suitcase teacher, or will you be willing to take part in community activities right here?

Will you be willing to dance with a member of the school board?

Are you willing to learn to play bridge?

Will you teach a Sunday School class?

Will you help with Christmas programs?

To what teacher organizations do you belong?

What did you think of Senator Nye's talk against war?

Will you teach bookkeeping, typing, commercial law, and history?

What is your opinion about teaching law in the high schools?

What method do you use in teaching history?

How does the author of the bookkeeping text you use approach his subject?

What provision will you make for the backward student?

We expect you to train students for history contests as well as commercial contests. Are you familiar with the tests?

How did you like your last superintendent?

Where do you buy your clothes?

What magazines do you read?

What are your plans for self-advancement?

Incidentally, the salary for the paragon who answered these and several other questions satisfactorily—no, more than satisfactorily; rather, with admirable self-possession, refraining from assault—is to be \$110 a month. They must have 48-hour days in that town.

This program did a double service: it warned student teachers of what they could expect in job-seeking, and it let the general public know what goes on before an anonymous applicant gets to be Our Miss Smith. (It might have given school-board members a few pointers that they had not thought of before, too—and that would be a pity.)

If a book can be readable, surely a radio program can be listenable. I want that word, because it fits Mr. Apel's programs.

You and you and the bookkeeping teacher in the annex may never have written any radio scripts, but what's to keep you from beginning now? Mr. Apel is no tyro, but neither is he a professional script writer. He was head of the commercial department of Nebraska State Teachers College, Kearney, when he wrote these scripts. Now he is head of the accounting department of Interstate Business College, Portsmouth, Ohio. He is an ordained Methodist minister, one of a group named as the most successful graduates of the University of North Dakota, author of several articles—for the whole list of achievements, see page 78 of *Who's Who in Nebraska*.

My point is that Charles E. B. Apel is a busy man and that he had never written a radio script either—until he wrote his first one.

On the other hand, if you have already produced one or more radio programs, won't you let me know about them? Commercial educators aren't making half enough use of the magic that is radio. We want to know about and publicize all the activity that is going on.

Next month, more about scripts written by teachers. Sometime soon, I'll tell you of the excitement I had in timing my first script. It was as much fun as a Marx Brothers movie.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

Personality—Theme of an Assembly Program

TEACHERS never teach you how to get along with other people. All they say is, "Stay after school and write five hundred times, 'I must not fight in school.'"

This startling statement concluded a monologue, "Johnny's Report Card," the introduction to an assembly program on personality. Johnny, who made the remark, is a problem child in all his classes. He is passionately afraid of becoming a teacher's pet, and anyway he does not think arithmetic and geography are very important.

In the program given at the Langley Junior High School, Johnny was invited to remain on the stage and see some slides that had been made by the pupils. The slides were grouped around different aspects of personality, such as personal appearance, good manners, and mental alertness. Each group was described by a different student speaker.

The slides, of which there were almost ninety, were made by drawing on Cellophane with India ink and were colored with transparent water colors. Many of the pictures had been found in newspapers, magazines, and books. The *Saturday Evening Post*, with

its wealth of cartoons and advertisements, proved a fertile source. Many of the pictures could be traced directly on the Cellophane by a pupil whose only claim to artistic ability was a steady hand. Other pupils colored the slides and bound them between two pieces of plain glass. Cellophane is an excellent medium on which to work, because mistakes can be wiped away with a damp cloth.

After the slides had been shown, Professor Percy Personality appeared and informed the audience that he was about to present a pantomime entitled, "Miss Lang Lee" or "A Day with a Langleyite." As Lang Lee pantomimed her day's activities, the girls' glee club supplied incidental music.

The humor that characterized the assembly made the theme both attractive and effective.—Mary Ellen Meiring, Langley Junior High School, Washington, D. C.

Undergraduate Job Experience

UNDER the following plan, the students at Lake Geneva (Wisconsin) High School are given actual business experience before graduation.

Ten students in the second-year shorthand and typewriting classes are assigned to work, without pay, for several local business and professional men. Only students who have passed their 120 Gregg transcription tests and those who have a typewriting speed of at least 55 words a minute on 10-minute tests are qualified for this "job experience." The students are permitted to express a preference as to the office to which they would like to be assigned.

After the ten students have been assigned, each one writes a letter of application to his future "employer," stating his qualifications and the hours he will be free to work. These letters are mailed or delivered in person, whichever is most convenient for the student.

From the past year's class, six students worked for clergymen; one, for a doctor; two, for the general secretary of the Y.M.-C.A.; one, for the public librarian. After about two or three weeks in one position, the students were assigned to other offices

so that they could learn different routines and become acquainted with various vocabularies.

If other students, in the meantime, meet the requirements for this "job experience," they, too, are given a chance to work.

The plan has produced most desirable results. The standard of classroom assignments has been raised, and the students have a definite aim toward which to work. Furthermore, when they are ready to apply for a "paying" position, they can say that they have had actual experience and can present references from the business and professional men for whom they have worked.—*Eula Mae Williams, Lake Geneva (Wisconsin) High School.*

For Advanced Typing Students

FOR the past several years I have required the pupils in the advanced typing class to prepare a booklet to be submitted as their final examination in typing.

At the beginning of the last six weeks' period, I notify the pupils of the assignment and caution them that the project is to represent their skill in selecting, assembling, arranging, and correctly typing material on a given subject. Among the subjects I have used are:

"Safety," "Kansas" (the state in which your own pupils reside may be substituted), "Patriotism," etc.

Charts, maps, and designs must be shown in the project if they are needed. Important facts and necessary descriptions must be presented in manuscript form if that is called for by the subject.

The booklet itself must be arranged in the form of a business report, with title page, table of contents, index, etc.

The pupils enjoy making the booklet, and

I believe that in assembling it they acquire much useful information.—*Eva Jacques, Wellington (Kansas) High School.*

COMMENTS BY HAROLD H. SMITH

This is an excellent suggestion, but a word of caution is called for.

Such a project can represent only a portion of the grade—that which is represented by the manuscript section and perhaps the tabulating section of the course. The project does not evaluate the students' ability to produce *quantity* and *quality* of various other types of work or even of the manuscript and tabulating work. It does not reflect basic typing skill, but approximates a grade on the students' "daily work" during the last few weeks of the course.

Crosswords for Bookkeeping

THE crossword puzzle illustrated is a specimen of a device used in my bookkeeping classes to teach bookkeeping terminology. Students like to work these puzzles and, in many cases, have made puzzles for their classmates to work.

A	C	A	S	H		D
S						R
S	U	N	D	R	Y	B
E						I
T	N	O	T	E		T

The large crossword puzzle used in my bookkeeping classes contains over two hundred bookkeeping terms.

Ask your students to make a crossword puzzle using bookkeeping terms, and you will be surprised at the results.—*V. E. Breidenbaugh, Indiana State Teachers College, Terre Haute.*

Teachers of Transcription:

A series of new Transcription Projects and certificates will be presented by the BUSINESS EDUCATION WORLD in the November issue as an addition to the already widely used B.E.W. Project Service

Visual Aids

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



GARRISON FILMS, INC., 1600 Broadway, New York, rent and sell 16mm. silent and sound motion pictures. For a complete list write to the distributors.

"The Law Film Classics", produced by the Film Foundation of America, and distributed by Garrison Films, is a series of four subjects, each subject consisting of three reels. Three of these films are particularly suitable for high schools and business schools as well as law schools. Outstanding teachers of law present the lectures. Each subject consists of three reels, total time for showing about 30 minutes, rental \$25, sale price \$250. All are 16mm. sound motion pictures. Each subject contains an introduction by Felix Frankfurter, A.B., LL.B.; Byrne Professor of Administrative Law at Harvard University and Associate Justice of the Supreme Court of the United States. Each of the following paragraphs covers one subject, including three reels for each.

Consideration, by Dr. Samuel Williston, Dane Professor of Law at Harvard. Commencing with the common-law use of the seal in contractual obligations and its effect on the law of "consideration", Dr. Williston raises issues that are carefully followed with accurate analysis and example. Within the scope of the lecture, study is made of consideration in relationship to assumpsit, unilateral and bilateral contracts, and discharge of contracts.

Rationale of the Law of Evidence, by J. H. Wigmore, Professor Emeritus, Northwestern University Law School. By examples chosen from the outstanding sources of the day, Professor

Wigmore proves that the law of evidence is actually a simple subject based on practical logic and common sense. Particular emphasis is placed on the experience and psychological elements that govern the underlying principles of hearsay rule and original document rule.

Administrative Absolutism, by Roscoe Pound, Dean of the School of Law, Harvard University. The following are analyzed and discussed: Task of civilization, modern agents of control, problems arising in political organization, tendency to carry administrative action to extreme limits, shortcomings of administrative bodies, tendencies of administrators, and comparison with French process as a means of improving present process.

FILMS INCORPORATED, 330 West 42d Street, New York, N. Y.; 64 East Lake Street, Chicago, Illinois; and 314 S. W. Ninth Avenue, Portland, Oregon. Rent 16mm. sound motion pictures. Catalogue on request. Invaluable assistance was given by members of the United States Civil Aeronautics Authority and the Section of Aeronautics of the United States National Museum, Smithsonian Institution, in the preparation of the picture described below.

Conquest of the Air. 16 mm. sound motion picture, rental \$10 a day, time 40 minutes, 1 reel, voice narration and musical accompaniment throughout, study guide available. This film shows man's long struggle to learn how to fly. His many crude experiments, his useful failures, his final magnificent triumph. Every significant development is depicted, from fifteenth-century sketches of heavier-than-air flying devices by Leonardo da Vinci to the latest transoceanic Clipper's take-off. The theory and practice of lighter- and heavier-than-air transport and the development of the science of aerodynamics are shown by three means: animated charts; models, photographs, and drawings from Smithsonian archives; and newsreel and other motion pictures of persons, machines, and events since 1900.

UNITED STATES FILM SERVICE, Washington, D. C., was discontinued on June 29, 1940, because it was unsuccessful in obtaining an appropriation from Congress. The last directory issued by the Film Service was in May, 1940. Copies are available through the United States Information Service, Harriet Root, Chief, Washington, D. C. Film prints formerly distributed by the Film Service have been transferred to other departments for distribution.



This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

It embodies all the features of a standard duplicator, according to the manufacturers, and is designed to take cards or paper larger or smaller than the standard postal card.

8 Business education is given appropriate background in the modern seating made by General Fireproofing Company. Their steel chairs for the business class-

Please send me, without obligation, further information about the products circled below:

7, 8, 9, 10, 11, 12

Name

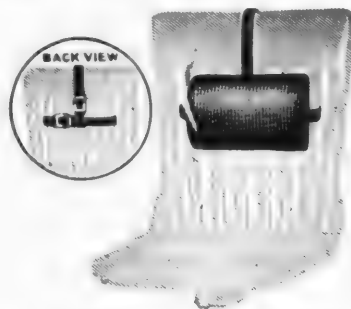
Address

room help give the business-office atmosphere that is so important a part of business education. G-F claims that metal office equipment and chairs help stimulate a sense of pride.

9 Mr. R. C. Mishek, of Minnesota Typing Rally fame, has sent me a sample duplicator stencil that he claims is inexpensive and does not need a cushion sheet.

10 Dry-Kleen Type Cleaner is a cloth for cleaning type, roller, rails, rubber keys, and metal parts of typewriters and adding machines. It is made by the Miller Manufacturing Company. No liquid or putty is used. The manufacturers claim that wiping a machine with this cloth will keep it clean. The cleaning properties of the cloth are due to its special surfacing and special impregnation.

11 When you can't afford to purchase a new chair, you may find the Magic Back Rest a great help. It is rectangular, made of brown and green ribbed frizette, and fits onto the back of an ordinary office chair. The manufacturer claims that use of the device transforms any office chair into



a kind of posture chair. Dimensions are 10 by 7 inches, with 3-inch resilient filler. The back rest is attached by straps, which are readily adjustable to a chair of any size.

12 "Four Thousand Years in the Office" is the title of a brochure by C. Meril Nystromer. It presents briefly, yet completely, the historic background of office work, so say its publishers. It sells for 50 cents and is worth adding to your library.



Planning the Pattern For a Commercial Club

TERESA A. REGAN, Ph.D.

(Concluded)

AS explained in the first installment of this article, in the *BUSINESS EDUCATION WORLD* for September, a certain sameness has become noticeable in the kind of commercial-club program we have found suitable for the same month, year after year. Accordingly, we have evolved a pattern that is now the basis for yearly planning of programs.

After quoting from two typical reports of the club secretary, I shall sketch the outline of the eight meetings that take place during our club year and shall refer back to these reports occasionally.

COMMERCIAL CLUB MEETING¹

October 20, 1938

The first meeting for the year 1938-1939 was held on Thursday, October 20, in Room . . . under the direction of president. Fifty-six members were present.

Refreshments were served by and her assistants.

Acquaintance game was led by to introduce the new members.

At 3:20, Miss opened the business meeting. (Report of last May's meeting and correspondence. Report of election and names of new officers.)

The high spot of the meeting was a talk by Miss (a faculty member), which was both instructive and amusing. She read to us parts of many letters from graduates of our commercial department who are now working away from home in vari-

ous places. The purpose of this talk was threefold: First, for pleasure; second, for vicarious experience; and third, to make us alert to opportunities for work. The letters read were of three kinds: those from girls who were working in secretarial positions while waiting for teaching work; those who were teaching away from home; and one from a married graduate who had had interesting experiences in teaching in her new home city.

November 17, 1938

The second meeting of the Commercial Club was held on Thursday, November 17, 1938, at three o'clock in Room Forty-eight members were present.

At 3:20 the president called the meeting to order. The program was a continuation of talks on work opportunities. The first speaker, a graduate, had held a civil-service position in the Income Tax Division at the State House for the summer. Her work was in the Computing Department, where she operated the electric machine. She stressed the necessity for speed combined with accuracy in this particular field, where a specified amount of work is required from each operator.

Two games were led by, a Punctuation Game and a Parts-of-the-Type-writer game.

♦ *About Dr. Regan:* Assistant professor, commercial-education department, Teachers College of the City of Boston. B.B.A., Boston University; M.Ed., Harvard; Ph.D., Boston College. Co-author of a text in elementary methods, contributor to the B.E.W. and the N.C.T.F. Yearbook, and a speaker at teachers' conventions.

¹Part of the secretary's report, with names deleted. The original is a duplicated sheet, prepared for distribution to members.

Miss, a senior, was the second speaker. (Description of civil-service work in the Department of Workmen's Compensation.)

Miss, a senior, spoke briefly of her work in the Department of Unemployment Compensation.

Monthly Club Programs

The kinds of activities noticeable in the foregoing reports can be found in the reports for the same months in other years, although I hasten to say that different office and teaching experiences and personalities give each program distinction and even charm. The major activities within most 40-minute periods seem to have been as follows:

October. The first business transacted is the election of a vice-president and a treasurer. The election is preceded by an acquaintance game or some other introductory device, the purpose of which is to acquaint club members with those of their fellows who are eligible for election.

A member of the faculty addresses the meeting, speaking on some topic that will link the activities of the new club year with the activities of previous years. This is done not through a pep talk but by supplying up-to-date news about the present activities of former club members.

November. Reports of special committees and of the treasurer, and the cleaning up of unfinished business, constitute the business part of this program. Except in the October and May meetings, business is intentionally reduced to a minimum. No notices or long explanations are tolerated unless they are absolutely necessary. Our aim is to have the club meetings give members a kind of service that they cannot get at any other time or place in the college. Furthermore, we plan to have these meetings conducted so that they may serve as models for clubs that members may conduct in the future when they themselves teach in high schools. For these reasons we stress orderly, quick disposal of business.

After the business meeting, students or

graduates relate their experiences in teaching or clerical work. The program for November, 1938, reported above, shows the office-experience kind of report; the November, 1939, report of the secretary (not given here) shows the teaching-experience kind. You will notice that the November program is a logical outgrowth of the October program. In no year have we lacked material.

I shall speak later of the evidence we constantly get that our graduates are glad to share their knowledge with present club members, both to prevent trial-and-error learning and to encourage them to be happy, fearless beginners in their vocational struggles.

December. The December program usually lasts a full hour. Because this meeting draws the smallest attendance during the year (many of our members being employed at this time in doing afternoon work for pay), this program does not include a tea.

We begin, instead, with competitive pencil-and-paper games as an excuse for giving an inexpensive prize—a spiral notebook or a typewriter eraser, for example—to the winner.

The second part of our program is called "Christmas in Business." A few students report on articles that have been published during the year on Christmas as a holiday. These articles, of course, are collected far in advance. We now have a fairly good idea of the magnitude of the Christmas shopping total, of the Christmas-card business, of the Christmas-tree business, and of the costs and kinds of Christmas advertising.

The last part of the program stresses Christmas as a holiday. We hear a suitable poem or story read aloud and then we sing carols.

January. For this meeting we have an invited speaker. Our speakers have included the assistant superintendent of the Boston schools, who is in charge of commercial education; the Boston director of commercial education; the headmaster of the Boston High School of Commerce; the office-practice teacher from Simmons College; a woman executive; and a woman lawyer.

February. This is definitely a student-

program meeting. One year two students gave an account of their visit to the main office of a large manufacturing concern. They explained a stenographic "pool," the use of specially built machines for classifying and tabulating data, and the setup of a centralized filing system.

Another student pictured for club members a factory room occupied by a battery of calculating machines, which did away with the necessity for transporting to the main office the data constantly coming to the supervisor of these machine operators.

Another February meeting was devoted to reports of the group-skill contests, which will be explained later on under "Special Projects."

March. Department faculty members, when they are asked to permit representatives of business-machines companies to demonstrate new models, request these men to come during the March club hour. Thus the students, too, learn about the new machines.

April. Graduate students read excerpts from their thesis material for this program. This will be explained more fully under "More about Student Speakers."

May. End-of-year business is transacted at this meeting. The secretary and the treasurer make their final reports, and the president and the secretary for the following year are elected. During the social meeting following, we serve ice cream, and this last meeting of the year ends with the singing of our farewell song, an adaptation of "Till We Meet Again."

Games, Prizes, Gifts, Praise

At any meeting (except January) we may insert a game to keep our club members from feeling that they are in a class. Our games are of two kinds—an acquaintance game used at the October meeting (usually invented for the occasion by the chairman), and a pen-and-mimeographed combination of answers that are clearly right or wrong. Material for this second kind of game is never lacking. Such a game, as can be seen from the report of the meeting for November, 1938, emphasizes quick recall of vocational information. Prizes are awarded.

The procedure of presenting a small gift to each of our invited speakers has become almost a tradition with us. Members glow with approval when the presentation is made, and the gift is always accepted gracefully and with appreciation. This gift is usually a suitable book or a perpetual desk calendar.

When a member of our club receives praise or recognition at a college assembly, the member's name is read into our permanent records.

More About Student Programs

The secret of our continuing success with programs featuring talks by students has been, I am convinced, our awareness of the "insatiable curiosity" that we all share and the willingness of members and graduates to organize their 3-minute or 5-minute talks according to the written suggestions we send with the invitation.

The subtopics listed here are some of those on which I can find actual reports in the club files. Under "Teaching" there are four divisions, which have been treated as follows:

Practice Teaching and Observation.

Required duties.

Variation in assignments.

Relation to training teacher.

Home-room and study-hall duties.

Observation of relation of teachers to department heads.

Discipline and individual aid to pupils.

Lesson plans.

Classroom teaching experiences.

Substitute Teaching and Cadetship.

About the same topics listed above, but with emphasis on reaction to individual responsibility.

Teaching for Required Experience.

This teaching is required before the candidate is permitted to take a permanent teacher examination. About the same topics are covered as listed above, but the emphasis is on contrasts in smaller schools.

Evening School Teaching.

Differences in approach resulting from (1) specialized needs of pupils, (2) necessarily less careful grading of pupils, and (3) attendance and motivation problems.

"Clerical Work in Offices" is usually an interesting topic. It includes such details as the following:

Civil Service examinations: kinds, requirements, chances for good rating, opportunities for summer substitute work.

Experience that supports or contrasts with knowledge gained in college courses.

Kinds of files, machines, duties, supervisors, etc.

The discussion of the writing of theses required for degrees includes the following:

Methods of obtaining original data.

Methods of using these data.

Reasons for choice of thesis subjects.

Excerpts showing arguments or findings.

In very few programs have we presented dramatizations or original playlets. I know of no reason for this fact; it may be due to lack of that kind of talent, absence of desire to take the time for rehearsals, or acquiescence with the established plan of having a single speaker. Occasionally we enjoy the novelty of a dramatization at the May meeting, but this activity does not seem to be an integral part of our pattern.

Special Projects

Our long-term special projects—the group-skill contest and the club paper—seem to have put too much work responsibility on too few members. Neither of these projects was vital enough to be spontaneously chosen as a continuing activity.

Our group-skill contest was a rather elaborate and intricate system of recording daily class marks in shorthand, typewriting, and transcription to determine the average earned by each group through the work of its individual members. The groups of each section were ranked and the results posted.

The contest did cause some of the more able students to help their fellows in order to improve the group average. But the high-pressure work required to get scores posted daily took too much time of instructors and committee members; and, although the contest provided motivation, a study of results showed that individual progress records of other years had been equally helpful.

The *News Sheet* has flourished sporadically. As planned by the students who initiated it, it was to have three sections—news, editorial, and personal.

A sample of the news that I have just

taken from the file describes a visit by several club members to the business offices of the New England Telephone and Telegraph Company at Watertown, Massachusetts. They reported the entire operation of making and mailing monthly telephone bills.

An editorial, in another issue, is vigorous and useful—a talk on office behavior inspired by two items quoted from newspapers.

A personal item, in another issue, is a witty story about some juniors who typed on and on because one of them had set the Interval Timer incorrectly and the bell did not ring.

The material is not all as good as these samples, however. The little paper does not appear regularly—perhaps because the work of writing, editing, and duplicating is undeniably heavy; perhaps because the publication has no real function in our club. We are always pleased when we see a copy, but we have not seen many in any one year.

Reunions

Twice a year we send out a double postcard notice to our graduates. One requests their attendance at a regular club meeting, usually when an invited guest is to speak in January. The other is an invitation to sit with our club members at the alumni banquet in June; fifty-four came last June.

Another form of reunion greeting comes through the letters from graduates, far and near, who are teaching or working temporarily in offices, and who write so as to share their experiences with our club members.

Conclusion

The aims of our club are to widen the students' vocational horizons and to develop comradeship in prospective teachers. By keeping these aims constantly in mind, we have succeeded in building a good commercial club that fits our situation.

Events here indicate that students will not sustain an artificial activity nor support a time-consuming activity with their full energy.

Our club members tend to select those items that have interested them in previous meetings.



Business Education and The Progressive Movement

JOHN N. GIVEN

WHAT is progressive education? It is nothing more or less than modern education; it is concerned with the needs, interests, and abilities of the child, rather than with blind and unqualified obedience to the god of subject matter.

Let us study some of the proposals that have been made by various persons for the improvement of business education.

One of these recommendations is "Go back to the fundamentals; emphasize spelling, arithmetic, and grammar."

The businessman upbraids us unmercifully for our failure to train our students adequately in the fundamental processes. But let us be careful before we seek to shift the blame for this alleged shortcoming onto the results of the progressive-education movement. Reread some of the articles written fifteen or twenty years ago by the businessmen of those days. "The schools are failing to teach the three R's," they said then. "Your graduates cannot spell, write, or add." These utterances were made during the boom times of formalized academic instruction!

"Decide whether your point of view is to be social or vocational, and then rearrange your materials to achieve the desired outcome," urge others.

Professor Nichols of Harvard gives us a good "tongue lashing" in his book, *Commercial Education in the United States*, because he says we are trying to do the impossible when we enroll definitely non-vocational students with placeable vocational students and put them all through the same series of activities.

He further states that our program will always be in difficulty until we segregate

these two groups and arrange our subject matter accordingly.

In large city high schools having enrollments of two thousand or more students, such a division is possible. There is no question but that the *skill subjects*, such as shorthand and bookkeeping, might be taught much more effectively if we enrolled only those whom we would be willing to recommend for placement at the conclusion of the high school term.

But we must realize that the average high school has but a few hundred students in daily attendance. If we attempted to divide classes of ten, fifteen, or twenty, a few more taxpayers would join the group who want educational costs decreased.

It is urged that we organize course-of-study materials in personality, and require every business student to take such a course. Almost every investigation that seeks to discover the reason for employee success or failure on the job discloses the importance of personality.

When the businessman is asked to speak to the teaching group on the reason for the success or failure of high school graduates, he invariably says they lack acceptable personality traits. We are told that we must spend more time in an analysis and a study of the whole matter of personality.

♦ **About John Given:** Supervisor of commercial education, Board of Education, Los Angeles. B.B.A. and M.S. in Education, University of Southern California. Contributes to many professional magazines. Has been head of commerce department in Riverside (California) Junior College and George Washington High School, Los Angeles. Teaches methods courses in summer session. Has held office in several organizations.

A serious study of this problem will disclose the fact that as yet no one has discovered any means whereby this elusive quality may be studied independently. It is easy to talk about the subject of personality very glibly, but it is like the weather: we not only do nothing about it, but it is difficult to see how we *can* do anything specific. We all realize, however, that students should be made conscious of the factors that make for a pleasing personality and that they should know what business demands in this regard.

There is another side to this matter of employee failure due to personality. Dr. S. M. Stevens, of Northwestern University, who made a survey of the dismissal of more than 12,000 secretaries and stenographers by sixty-four companies, ventured the estimate that the personality and character defects in half the cases he found were *defects of the boss*.

Another group suggests that our high school business-department graduates are too immature for placement. The group making this claim—and I am surprised to learn that it consists largely of school administrators, not businessmen—proposes a remedy: that we establish graduate schools of business or add a thirteenth and fourteenth year to our present high school program, in order that our students may have a year or two of additional training. During this added period of time the students will obtain not only additional skill but also added maturity.

No surveys, so far as I know, have been made regarding this claim of immaturity. In isolated instances a businessman may make such a statement, but it is to be questioned whether this is true in general. Some students who graduate from high school at seventeen or eighteen are more mature in appearance, manner, and action than are other students or individuals at twenty-one or twenty-two.

We must admit, however, that the ages for initial employment opportunities have gradually increased during the past quarter of a century. The difficult problem is to decide whether the initial employment age has really reached nineteen or twenty years.

Do we, as some persons believe, need more guidance activities in our high schools?

A vast majority of teachers of business education are aware that guidance, as it is practiced in many schools, is not synonymous with the public's connotation of the term. When the layman thinks of guidance, he thinks in terms of vocational guidance—those activities connected with an analysis of the various requirements and opportunities in business and industry.

Guidance and counseling have come, by necessity, to mean the problems incident to graduation. These problems are concerned with such things as the number of units required, the changing of programs, and an analysis of student failures. Such matters have nothing to do with the real problem of vocational guidance.

Please note that I said this procedure is true by necessity. When you place the guidance responsibilities in the hands of one person and expect that guidance officer to counsel three or four thousand students adequately in the various problems relating to guidance, you are expecting a great deal from one person.

It is probable that a majority of our present counselors are recruited from the ranks of the social studies, mathematics, English, and language areas. Is it any wonder that the counselor with a splendid background of university work in Latin, calculus, or ancient history might have difficulty in advising a young boy of the advantages of becoming a C.P.A. as compared to his future as a merchandising counselor?

Another proposal is that we organize classes in distributive occupations. We have had our maturation, fusion, correlation, integration—and orchestration. Now, the latest public hero basking in the educational limelight is Mr. Distributive Occupations.

Since the establishment of the George-Deen program, many writers are rushing into print to tell us of the importance of the whole field of distributive occupations, advising us of the importance of this activity and telling us how classes may be organized and conducted.

According to the figures from the Office of Education, Washington, D. C., more than 100,000 young people, ages sixteen to twenty-five, enter the distributive occupa-

tions each year. No one who has made any study of salesmanship or the field of general distributive occupations has failed to realize that, five or ten years after graduation, thousands of our former students will be connected with some phase of this activity. But to realize a situation is one thing, and to sell the program of distributive occupations to our high school boys and girls is a horse of another color.

In Los Angeles we have a typical metropolitan situation. We have many very fine, skilled teachers of merchandising and salesmanship subjects. A study of the enrollment data is most interesting. In one semester there were enrolled in the bookkeeping classes of the day-school commerce departments more than 7,000 students. In our shorthand classes there were enrolled more than 6,000 boys and girls. In Salesmanship II, which is the subject elected by the students who expect to major in the field of merchandising and salesmanship, we had enrolled the magnificent total of 424.

This enrollment situation is not new to us; it has been in about the same proportion for years. We frankly do not know how to cope with the situation. You can't "hog-tie" students and force them to take work in which they profess to have no interest.

Those who are concerned with the so-called immaturity of our present graduates propose that the vocational commercial work should be upgraded.

With respect to the matter of upgrading, there are three distinct trends that are beginning to take shape in the various sections of the country. One is, of course, the establishment of graduate high schools of business.

Many administrators believe that the establishment of such graduate schools will mean that the vocational commercial work now taught in the high schools will be placed in these graduate schools and that general education, therefore, will again receive major emphasis in Grades 10, 11, and 12.

If we could be assured that all high school graduates would continue with their school training for another two years, our problems in this respect would be very simple.

The second trend, as evidenced by the Chicago experiment, is the establishment of special vocational schools for work in Grades 11 and 12. For example, students who expect to major in commercial education will enroll for their first two years' training in one of the general high schools and transfer to the business school for their specialized training during the last two years. In other sections of the country, administrators are experimenting with Grades 13 and 14 added to the present high school program; in a sense, the high schools are becoming the junior colleges in these areas.

Some educators recommend that we socialize the business program in the high school. We admit that some of our subjects are social while others are definitely vocational. Why need that worry us? Why must we commit ourselves to a vocational or a social program? Both objectives are valid and sound. We can justify our program on the basis of both of these considerations.

Mrs. Roosevelt, in an address in Los Angeles, spoke to the point when she said that present-day high school training is so diversified that our students become confused. This criticism cannot, however, be leveled at the program of business education. We are on a sound foundation. We have definite objectives, and we are using every means at our command to educate our students for the social and economic society in which they will soon be placed.

What Proposals Can We Make?

Having considered these proposals from various quarters, I shall accept the hazards attendant upon making definite suggestions. Briefly, these proposals are as follows:

Let us spend more time on the practice and less time on the preaching of social values in some of our classes. This point may be illustrated by the subject of elementary bookkeeping.

The progressive teacher of first-year bookkeeping has long ago discarded many of the vocational aspects of this subject. Our practices, however, are not uniform in this respect. Can we justify, in Grades B-10 and A-10, a lengthy study of the involved entries necessary to record complicated trans-

actions? Too many teachers are still under the spell of a supposedly rigid course of study.

What we must do is utilize more time for a discussion of business practices and procedures, with less emphasis on the attempt to make bookkeepers out of all the students who enroll.

Let us spend more time on the fundamentals. It is about time that we stopped "passing the buck" with respect to the three R's. Let us take some of the blame for this deficiency—if it does exist in our school.

Where do we have a greater opportunity for a review of arithmetic computation and of penmanship than in our present elementary-bookkeeping course?

Many teachers will throw up their hands in educational horror at the thought of spending time in a review of penmanship or arithmetic in a bookkeeping class. Our specific problem with respect to these fundamentals is to take our students where we find them and see to it that they leave us better prepared in at least two of these three R's.

Let us not place all the blame on the English department for the failure of our stenographic students to express themselves. We should devote more time in our business correspondence and our office-practice classes to a review of English fundamentals and less time on the difference between a collection letter and an adjustment letter.

There is a considerable amount of overlapping of materials in the various subjects in our curriculum. Course-of-study materials in the various grades should be analyzed with this idea in mind. If, for example, a student studies promissory notes in the junior-business-training program, again in bookkeeping, again in commercial law, and then again in office practice, such an overlapping might be questioned.

More attention must be given to the matter of guidance. Our problem in this regard is aggravated by the fact that we do not have adequate vocational prognostic tests in our various fields. In extreme cases, however, we should devote more time to a redirection of the student who is unplaceable vocationally. Many students are allowed to major in shorthand, bookkeeping, or salesmanship

when we know that it will be impossible for us to place them or for them to obtain positions. We have a responsibility here.

We must have more time for placement activities. We all realize the absolute necessity of follow-up studies of our graduates. We realize the importance of being able to keep in constant touch with business and of adjusting our program to meet the changing needs in the business world. Our administrators should realize that placement activities represent one of our important functions. In most school systems, where placement facilities are not provided, we bid our students a fond adieu at the completion of the graduation exercises and then spend the next few years humming the old refrain, "I wonder what's become of Sally?"

Our testing program should be revised in keeping with modern business practices. Let me illustrate this point by some typical examples. In our shorthand classes, if the test is to be dictated at the rate of 100 words a minute for 5 minutes, the teacher, with stop watch in hand, dictates the test material at as even a tempo as possible. There is little, if any, inflection of the voice, and no rest periods are provided.

What is the condition in business? The businessman rarely, if ever, dictates continuously for 5 minutes. He pauses, restates his sentences, and sometimes glances out the window, hoping that an idea will buzz in.

In our bookkeeping tests the students are asked, in most cases, to choose between a right or wrong entry, or to select from a series of items that one which they consider to be correct. This, of course, is entirely contrary to the test that the bookkeeper must undergo in his daily work.

We should develop more co-operative-training classes. Little attention is given in most school systems to the desirable features of a co-operative training program, where the student is enrolled in school for half the day and the balance of the time is employed in business activity. Again, in many situations, this is not the fault of the teachers of business education but is due to their inability to find the necessary time to contact businessmen regarding the joint advantages of this kind of activity.

Finally, I am somewhat concerned with the whole matter of supervision. We have definite vocational standards to meet. Someone should be charged with the responsibility of working with the teachers in a democratic fashion to see that these standards are upheld. In many schools the commercial teacher is a law unto himself. In some cases this is desirable, but in other situations it is entirely unwise. Most administrators are not fully conversant with the problems of business education; someone should be charged with this responsibility. We all need to reflect seriously on the several proposals presented here.

Stenography Pays The Way

THE mastery of touch typewriting and, if possible, of stenography is a prime requisite—almost a 'must'—for a college student who wants to be most in demand for a job," reports Clarence E. Lovejoy, alumni secretary of Columbia University, in a study entitled "So You're Going to College."

"Almost half the men enrolled in the nation's colleges, and 20 per cent of the women, are self-supporting in whole or in part," the report states, and continues as follows:

More students work for part or all of their expenses in co-educational institutions than in other types, but no institution in the country is without part-time workers. Some, like Park and Antioch, have 100 per cent of the student body earning money. Every tenth man earns his entire way—and more. Some say every sixth. Some actually support wives, widowed mothers, or younger brothers and sisters.

The increasing emphasis placed on students employment bureaus in universities and colleges throughout the United States has opened many new opportunities for students, Mr. Lovejoy finds. "Colleges are proud of their record of working students," he says. "Their presidents, deans, professors, and personnel officers know how to help them."

Working students frequently attain high scholastic honors, according to the study. Many students earn as much as eighteen hundred to two thousand dollars a year while in college. The most lucrative work seems to be in various types of student agencies, which students say beats mowing lawns for 25 cents an hour, "slinging hash" for meals, or minding babies. Some of the agencies include laundries, work in hot dog stands and on newspapers, tennis-racquet restringing, typing, proofreading, installing public-address systems for large meetings, photography, decorating for dances, sale of stationery, suit

pressing, travel, firewood selling, flower making, and others.

Mr. Lovejoy emphasizes the fact that commercial work—shorthand and typing—paves the way for the most lucrative positions.

A Great Bargain for 50 Cents!

YOU can get a wealth of shorthand, type-writing, and transcription helps from Volume 15 of the BUSINESS EDUCATION WORLD—there are a few copies left, originally priced at \$2 and now selling at 50 cents, postpaid. The volume is sturdily bound in red cloth and stamped in gold. It contains, in its 848 pages, the entire ten issues of the B.E.W. for the school year 1934-1935.

Here is just a taste of the contents:

The History of Shorthand, by John Robert Gregg, 10 articles.

The B.E.W. Transcription Club, edited by Helen Reynolds, 9 articles.

The Idea Exchange, edited by Harriet P. Banker, describing dozens of successful teaching devices.

Automatic Review Lessons in Gregg Shorthand, by Clyde Insley Blanchard, 6 articles.

Counted dictation material, approximately 50,000 words.

A Quality Program of Education for the Prospective Teacher, by Irma Ehrenhardt.

Effective Methods of Teaching Gregg Shorthand, by William H. Howard.

Learning Plateaus, by Mary E. Murphy.

Shorthand Theory Examinations.

How I Teach Gregg Shorthand. by Louis A. Leslie, 4 articles.

Effective Pupil Guidance, 6 articles, by Harry D. Kitson and other authorities.

How Progress in Learning to Typewrite Should Be Measured, by William Frederick Book.

These are only a few of the articles you'll get in permanently bound form for only 50 cents if you order NOW.

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The editors welcome letters on timely, important, controversial subjects.

TO THE EDITOR:

At the suggestion of Mr. C. R. Anderson, secretary of the American Business Writing Association, I am writing to find out something about the extent to which business-correspondence courses have been co-ordinated with community activities.

In my opinion, it would seem definitely worth while to provide practical application of business-correspondence theory by allowing the students to handle certain communication problems for service clubs, social welfare groups, and other civic organizations that might be in need of secretarial help.

Any information or source of information that you can provide me will be greatly appreciated.—*Grace Gaarder, Morton Junior College, Cicero, Illinois.*

DEAR MISS GAARDER:

Co-operation such as you suggest, if rigidly controlled, surely would offer excellent experience for students. Furthermore, service of this kind would add to their stature in the community. Charity has its practical aspects.

There are drawbacks, however. In Josephine Lawrence's latest novel, *But You Are Young*, a girl volunteers to do stenographic work for a church, in order to increase her shorthand speed. The work she really has to do is filing address cards. The same thing might easily happen to your business-correspondence students unless the projects were very closely supervised. Once such impositions got under way, sponsors of civic organizations might bring pressure to bear if teachers tried to resist.

We suggest that every project should be arranged with the head of the service club in ques-

tion so that he could put on the brakes at the teacher's request.

In many of the business-letter projects published by the BUSINESS EDUCATION WORLD, we have stressed opportunities for students to obtain actual letter-writing practice in family and community affairs. Not only would such co-operative practice as you suggest provide the kind of experience that impresses employers; it would also enable students to use business techniques in situations they can understand. That is important. "Business" is not real to them unless they have been in it, but the matter of getting permission to put on a cake sale in a grocery store is entirely understandable and capable of solution.—*D. M. J.*

TO THE EDITOR:

There certainly is magic in the B.E.W. projects, for they arouse the enthusiasm of the students and hold their interest to the last. I think you will find their work quite creditable. What is more, I have been relieved of the strain of reminding them to do their daily tasks more carefully, for this project work stimulates them to shoulder responsibility and to acquire self-reliance. I intend to have all my students participate in the B.E.W. Annual Project Contest.

In order to make the girls more observant and critical of their own work, I did not recheck their final papers, but left it to their own decision to determine the correctness of the problems sent in. When I informed them of the examiner's criticisms, they were taken somewhat unawares, and they began to realize the importance of scrutinizing their papers more carefully. I couldn't tell you how many times they retyped their papers for the Business Letter Writing and Personality Projects. They are really anxious now to send in their best work.

Thank you also for the promised gold pins. Surely, these are incentives worth striving for, as they help to build up a spirit of enthusiasm, rivalry, and honest effort. I am very glad that I have begun work on these projects.—*Sister Josita, Immaculate Conception School, Bronx, New York.*

TO THE EDITOR:

Inasmuch as we have adopted your bookkeeping projects as requirement for graduation in that subject, we are anxiously waiting for the result of the test papers we sent you. It is our plan to distribute the certificate a student wins together with our school diploma.—*Mrs. Generoso A. Tabobo, Principal, Visayan Vocational Academy, City of Iloilo, Philippines.*

TO THE EDITOR:

Your grading of my last set of projects was fine. When some students don't get a certificate, things happen.—*Reginald Estep, Yuba City (California) Union High School.*

N.S.R.A. Holds Annual Convention

THE forty-first annual convention of the National Shorthand Reporters' Association was held in the Warwick Hotel, Philadelphia, August 19 to 22, under the chairmanship of its president, John J. Healy, of Buffalo, New York. It was one of the best-attended conventions in the history of the Association.

A pre-convention get-together on Sunday evening was enriched with a showing of moving pictures of prior conventions, made by the secretary of the Association, Louis Goldstein. Other social highlights were the luncheons of associations affiliated with the N.S.R.A.; the annual banquet and dance; and "The Court Follies of 1940," a revue consisting of five skits, written by Alexander Blume of the Brooklyn Supreme Court, and enacted by members of the Pennsylvania, New Jersey, and New York Court Reporters' Associations.

In these skits, Mr. Blume captured the humor of the court room, the tricks of the lawyer, the moods of His Honor, the court reporter off guard (can he read his notes?), the attentive and the inattentive witness, and all the highlights of courtroom procedure.

A Clinic Plan for Reporters

An item of particular interest to shorthand teachers was the demonstration of the Philadelphia Reporting Clinic. It brought to light the knowledge that mature reporters as well as beginners and would-be reporters can benefit greatly by weekly practice. Here is what they do:

A member is assigned to study a certain chapter of a medical treatise or text, all of which is to be covered during the course of the year. At the "clinic" he lectures for a half hour, paying particular attention to the technical vocabulary involved.

In the demonstration, a chart of the human skeleton was displayed and attention was drawn to the bones of the body, with special emphasis on those which are most frequently encountered in accident cases. Special shorthand outlines for these technical words were put on the blackboard.

Following the lecture came dictation of

these words and then dictation of an especially prepared article that included all of them.

Other dictation of legal and court matter, dictated and read back, rounded out the demonstration.

Shorthand "clinics," led by Charles Zoubek, Nathan Behrin, and Berry H. Horne, were held on Tuesday and Thursday mornings. The blackboard was used to maximum advantage. All members of the "clinic" brought the pet outlines found useful in their special fields and put them on the board, where they were "operated" on by the rest of the reporters, criticized, and given a thorough overhauling.

Dr. Gregg informally addressed the Gregg Clinic and joined in the discussion with his usual constructive suggestions.

Exercises for Reporters

"Courtroom reporters can relieve writer's cramp and stiffness by simple exercises," said a comment in the local press regarding "Exercises for Reporters," which were explained and demonstrated by Mrs. Ollie E. Watson, court reporter of Wellington, Kansas. "The exercises, many of which can be taken in court without being conspicuous," the story continued, "consist of deep breathing, arm stretching, body bending, and twisting."

From Honolulu came a series of moving pictures taken by Court Reporter Carey Cowart. All the reporters present longed to exchange jobs with Mr. Cowart.

The addresses of Colbert C. McClain on "Military Preparedness—Its Benefits to the Nation and to the Individual," and of James N. Vaughan, associate professor of law, New York Law School, on "The Dimensions of Language," and the various committee reports will make interesting and instructive reading in the annual proceedings to be published by the Association.

Many names will long be remembered for their contribution to making the convention an outstanding success. Louis Goldstein, national secretary; Robert E. Lenton, president of the Philadelphia reporters; and others too

numerous to mention arranged an entire week of convention activity of real value.

The officers elected for the coming year are as follows:

President: J. R. McAtee, Dallas, Texas.

Vice-President: R. E. Lenton, Philadelphia, Pennsylvania.

Secretary: Louis Goldstein, New York City.

Treasurer: W. A. J. Warnament, Cleveland, Ohio.

Board Members: L. L. Turpin, Omaha, Nebraska; Mrs. Ollie E. Watson, Wellington, Kansas; Berry H. Horne, New York City.

Employment Projects for Juniors

ONE of the "Seven Smart Yanks" pictured and praised in a recent issue of *Yankee*, New England's own magazine, was the B.E.W.'s talented contributor, Milton Briggs, instructor in Senior High School, New Bedford, Massachusetts. This is *Yankee's* comment:

"How can I get experience if nobody will hire me without it?" That question, asked by high school graduates everywhere, is being answered in New Bedford, Massachusetts, by Milton Briggs, high school teacher, who is bringing business into the schoolroom. . . . A pamphlet, *Junior Business Practice*, lists part-time employment projects for school boys and girls—delivering newspapers, running an elevator, helping at a gas station, caddying, caring for young children, washing windows, tending furnaces, developing films, clipping dogs, making cakes.

Mr. Briggs is a graduate of the high school he is helping to make famous, and a graduate *cum laude* from the Boston University College of Business Administration.

Mr. Briggs, who is director of the divisions of bookkeeping and business fundamentals, of the B.E.W. Awards Department, is also bringing business into the schoolroom of B.E.W. readers through his popular projects in bookkeeping and business fundamentals.

M. R. RALPH J. BLAIR, teacher of advertising and accounting in Washington High School, Milwaukee, died at his home on August 13.

Mr. Blair was born in Cambria, Michigan, and graduated from Hillsdale (Michigan) College in 1913. He taught in Stambaugh, Michigan, until he joined the faculty of Washington High School in 1916. He was an enthusiastic teacher and a valued member of the faculty.

Surviving are his widow, Mrs. Corinne B. Blair; a son; two daughters; and a sister.

RIDER COLLEGE, Trenton, New Jersey, has seven new members on its faculty this year.

Miss Clarice M. Cook has charge of the newly organized office-practice department. Miss Cook has had twenty years of secretarial and supervisory experience.

Miss Julie A. Hinch, new head of the secretarial-science department, comes from Mahanoy Township High School, Mahanoy City, Pennsylvania.

James Gibson Johnson, instructor in journalism and director of publicity, was formerly with The Citadel, a military college in South Carolina.

Walter L. Klotz, a graduate of Rider College, is an instructor in shorthand.

Miss Ellen S. Patten, who heads the office-machines department, comes from Dobbins Vocational School.

Louis S. Sorbo, who holds four degrees, including that of C.P.A., heads the accounting division. He has been teaching accounting in the University of Detroit.

William Stafford is director of the School of Business. He was formerly head of the commercial division, New York State Vocational School, Cobleskill.

MR. and Mrs. W. H. Callow celebrated their golden wedding anniversary in Evanston, Illinois, on August 21.

Mr. Callow founded the Evanston Business College, which he still conducts. Last spring he also became owner and manager of the Kenosha (Wisconsin) College of Commerce.

Two sons are also active in commercial work—William H., as principal of the Evanston Business College; and Alvah O., as principal of the Kenosha College of Commerce. The Callows also have a daughter, who was with her parents on the anniversary celebration.

Mr. Callow's brother, who was best man at the wedding in 1890, and Mrs. Callow's sister, who was bridesmaid, attended the celebration.

COURSES for training prospective teachers under the provisions of the George-Deen Act, have been announced by Bowling Green (Ohio) State University.

The curriculum has been approved by the state director of distributive education for Ohio.

Any person who completes the curriculum satisfactorily will also be certified to teach commercial subjects in Ohio high schools, with the exception of shorthand.

The program will be under the direction of the department of business education, of which Dr. E. G. Knepper is head.

First Names In Offices?

IRENE WALKER

M R. JONES forgot the name of the new stenographer and asked her to repeat it. Her reply was, "Just call me Jane; that's easier."

He looked rather shocked and said, "But you don't call me Dick, do you?"

Jane told about it afterwards. "He made me feel so silly and forward," she said, "but in my sister's office all the girls are called by their first names and it never occurred to me that all companies didn't follow the same practice."

A little forewarning by a teacher or a friend could have prevented Jane's embarrassment. As usual, common sense should dictate.

Whether or not first names are used has become a matter of custom peculiar to individual offices.

In the offices of many large organizations, a formal atmosphere is maintained, and even the youngest girl is addressed as "Miss Smith." Until a stenographer or secretary is assured to the contrary, she should assume that this custom is the practice of the firm which employs her.

In other offices, first names are used as a matter of course. It may be that Betty or Mary or Kay has been there a long time, or it may be that "the boss" likes to call his employees by their first names.

If so, the girl who comes in and within a week is blithely called "Nellie" by everyone shouldn't be haughty about the custom, even if it surprises her.

Whether or not one calls office associates by their first names is also a matter of common sense. If the practice in a particular office is to call the girls by their first names, the newcomer, as soon as she is acquainted, should follow suit, for she will only give the impression of being "stand-offish" by being formal in the face of general informality.

It shouldn't be necessary to add that, under no circumstances, should one's superior be called by his first name. It savors of a lack of respect.

If co-workers are considerably older but are consistently called by their first names, the beginner may expect to do the same, but she will show courtesy by asking permission first.

The wise beginner does not invent nicknames or diminutives for anyone except her most intimate companions.

Some girls who should know better call co-workers "dear," "dearie," or "honey," even though they must know that the average person rebels against such familiarity. The beginner should put the use of these and like terms on the DON'T list.

THE State School of Agriculture at Delhi, New York, offers a special curriculum designed to prepare young women for work in the technical laboratories of dairy plants and in the business offices of the same plants. The need for this joint service was discovered ten years ago by H. L. Smith, director of the Delhi school, in his survey of occupational outlets for graduates of the institution.

Plant managers, Mr. Smith found, felt that they were unable to employ two competently trained persons to render these two different services. Accordingly, Director Smith and his staff set about the organization of instruction intended to prepare selected young women to do both kinds of work.

Graduates of the course have been quickly absorbed into dairy technical and commercial positions with excellent beginning salaries and, usually, with superior employment outlook.

The present course is one year in length, although in the near future it is hoped to increase the period of instruction to two years.

The curriculum is divided equally between laboratory and class instruction in technical dairy problems and preparation for work in office management, typing, and stenography. Instruction in the dairy field includes technical control work in dairy plant laboratories, together with the testing of dairy products. Young women take the state Babcock tester's examination for a license.

Confessions of an Office-Training Teacher

NETTIE G. KEMP

AFTER spending several months teaching shorthand and typing in the Adult Evening School of Bloomington, I began to make surveys to find out for myself how many of my students were being re-employed, finding new occupations, etc. I must confess the results were not gratifying. Too many good workers from my group were still idle.

I immediately organized a new kind of Office Training class, in which they spent some time taking dictation, transcribing, and just talking about themselves.

In outlining the course of study for this group, I explored the contents of many commercial textbooks. Because evening-school people have little time to prepare their lessons and for class-room instruction, I found no book suitable for our needs. I do not mean that there are no suitable textbooks, for there are excellent books on office training. But these books teach the work of business as a whole, whereas what we needed was extensive study in certain fields in order to give our group specialized training that would hasten employment.

Therefore, I studied my community, found that our business world consisted mainly of

insurance, real estate, medical, legal, mercantile, and manufacturing concerns. I presented myself at their offices, explained that I wished to discuss with them the duties required of workers in their offices, or better yet actually perform them myself, in order that I might better train the members of my classes. I was given permission and spent three months going from office to office discussing courses of study and taking notes. I received wonderful co-operation.

My course outline now contains units of study in legal stenography, medical stenography, mercantile stenography, insurance stenography, real estate stenography, etc. We choose the unit that is of interest to the greatest number of students and cover the field thoroughly. Now, when I recommend a worker to a lawyer, he can be sure that the applicant knows how to type a legal document, make a jacket, and endorse it. The manager of a mercantile establishment knows we can send him a worker who has studied the duties of the time-payment department, the cash-sales department, and the purchasing department.

This procedure enables me to find the type of office work best suited to each student.

RUSSELL N. CANSLER has joined the faculty of Westminster College, New Wilmington, Pennsylvania, as a teacher of secretarial subjects.



RUSSELL N. CANSLER

Mr. Cansler held a teaching fellowship at the University of Pittsburgh during the past year. He is a graduate of Bowling Green College of Commerce and Atlanta Law School and holds a master's degree from New York University.

He formerly taught in the Haverstraw (New York) High School. Before going to Haverstraw, he taught in two Georgia cities, Rome and Atlanta.

THE National Council of Business Education elected the following new officers at a meeting held in Pittsburgh, August 24.

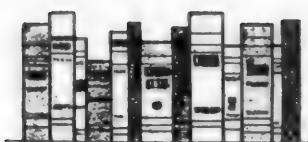
President: Dr. Hamden L. Forkner, Director of Business and Vocational Education, Teachers College, Columbia University, New York.

Vice-President: Dr. Paul O. Selby, Director of Commercial Teacher Training, Northeast Missouri State Teachers College, Kirksville.

Secretary: Dr. Helen Reynolds, Assistant Professor of Education, New York University, New York.

Treasurer: Dr. A. O. Colvin, Head of the Department of Business Education, Colorado State College of Education, Greeley.

The Council now has an administrative board of twenty-four members. No official statement has as yet been released by the new board regarding the plans of the Council for the present school year.



Your Professional Reading

MARION M. LAMB



Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

The Business Curriculum

Sixth Yearbook of the National Commercial Teachers Federation, edited by McKee Fisk. Published by National Commercial Teachers Federation, Bowling Green, Kentucky, 456 pages, \$2.50 to nonmembers.

Every high school, college, and private business-school administrator will find that this yearbook deserves careful reading; even those of us who are perfectly willing to relegate the responsibilities of curriculum construction to others will find Sections 1 and 4 worth an evening's time—and chances are that any of us who sample the book to that extent will complete it, to our ultimate profit.

In this book we get a comprehensive overview of business education. The first section presents the principles underlying the business curriculum, from the standpoints of both general education and vocational education; the twenty authors contributing to this part of the book are distinguished educators well able to formulate goals for the schools and colleges about which they write.

Section 2 progresses to definite aspects of curriculum construction: organizing the teaching staff for continuous curriculum improvement; evaluating the techniques of curriculum construction; recruiting the co-operation of businessmen, former students, and teachers in other departments to help in curriculum revision; state-wide programs of curriculum revision; and trends found in recent business-education courses of study.

Part 3 illustrates the precepts of the first two sections in case studies of individual business

curricula in cosmopolitan high schools, commercial high schools, business colleges, teacher-training institutions, junior colleges, private schools, part-time schools, thirteenth-year programs, and evening schools.

The concluding section of the book is devoted to the subject, "Present Status of Teaching Business Subjects." There are chapters on the teaching of the following subjects: basic business subjects, vocational subjects, bookkeeping and accounting, business arithmetic, business correspondence, business law, consumer education, distributive education, economic geography, everyday business, office practice and office machines, personality, Gregg shorthand, economics, and typewriting.

Chapter 20, the closing chapter of the first section, seems to me to be so outstandingly good that it should be read and reread by every teacher. "Business Education as General Education: Its Relation to Personality Growth and Social Progress" is its title, and the author is Ernest O. Melby, dean of the School of Education at Northwestern University. Because of space limitations, only a few of the excellent passages can be quoted:

"Certainly it is too much to hope that a few perfunctory courses in the use of certain machines or the acquisition of a few technical skills in accounting or stenography will give our future business leaders the understandings and insights required. This is said without any disparagement of the significance of the techniques in our business life. These techniques have utility and their teaching is a legitimate concern of the secondary school curriculum. What is questioned here is the excessive devotion to these skills and a neglect of fundamental social and economic understandings. . . .

"An excessive narrowing of the curriculum to skills and vocational knowledges may be the means of an impoverished cultural and personal life for the thousands of boys and girls now taking commercial work. It is only a matter of a short time before business will begin to recognize the personal worth of its employees. I believe it will begin to sense that individuals who live richly out of business hours, who have interests in music, art, literature, and other aspects of our culture, whose recreational lives are full of useful activities, whose contribution to the cultural life of the community is significant, are more valuable in their commercial pursuits than those who live narrow and restricted lives outside of business hours. With the coming of this recognition, we shall have a double force operating in the direction of a broader conception of business education. A broad concept of education here is a first obligation in a democratic society. If, in addition, business life comes to recognize its significance, we shall have an added incentive for such a program.

"It is probably unfortunate that we have tended to draw such sharp lines between vocational preparation and education for all-round personality growth and development. In fact, a great deal of the material which can contribute richly both to individual development and social effectiveness is of significance vocationally in business. . . .

"Were we to overcome excessive specialization, the teachers in business education might achieve a more significant role in the total program of the secondary school. . . .

"In business education, as in most other types of education, we have conceived our program too narrowly. Probably no group in American life can be more influential in shaping that life than those who enter upon a business career. Thus, the graduates and former students of our commercial departments and schools of business in colleges and universities will in large measure set the tone of our industrial and commercial life. If they have vision and understanding as well as sensitivity to human values, they can be major forces in the improvement both of commercial life and society as a whole. Too often on both the high school and university level, instruction has emphasized techniques and has moved forward on the basis of an acceptance of the *status quo* in economic and commercial organization. Thus business education has become a means of retarding rather than accelerating progress toward a more human basis of commercial organization and procedure. . . .

"Teachers thus have the opportunity of giving these thousands of youth not only the mechanical skills they require for immediate employment but a deeper understanding of our social and economic life in addition. Moreover, commercial teachers can make a contribution to the entire secondary program through influencing general education courses and participating in general education activities.

"The contribution which commercial teachers can make in both of these directions, however, will depend upon the clarity with which they analyze the present educational and social scene. We may become technicians who through lack of vision succeed merely in perpetuating the *status quo* in our business life and in restricting the lives of its participants. On the other hand we may contribute to an orderly, evolutionary improvement of our business life as well as to the fullest personality development of those who play roles in it. It is our choice in this connection which will determine whether in the long run the present growth and development of business education is a salutary influence both in education and in our social life."

A great deal of this reminds us of a chapter in the book, *A Philosophy of the Business Curriculum*, by Frederick G. Nichols.

The Private Secretary's Manual

By Bernice C. Turner. Prentice-Hall, Inc., New York, Revised Edition 1940, 641 pages, \$3.50.

Most teachers of secretarial studies are well acquainted with Miss Turner's *Private Secretary's Manual*, for since its first appearance, in 1932, it has won wide recognition as one of the best secretarial reference books and college textbooks.

This manual is really two books in one. The first part covers every phase of secretarial work, from personal and professional angles. There are chapters on desirable attitudes, shorthand, dictation, typewriting, office correspondence, filing, ordering and caring for supplies, receiving office callers, using the telephone, telegraph and cable service, planning the business trip, taking care of money and bank accounts, keeping financial records and reports, and aiding an employer in business writing.

Throughout these chapters, there is sensible insistence on the first importance of the secretary's genuine desire to serve her employer to the best of her ability.

The second part of the book, entitled "What to Write and How to Write It," should be mastered not only by every student and teacher of secretarial subjects but also by employers who believe that business letters are important. Miss Turner brings to our attention what so many of us forget: that language is the fundamental skill in secretarial practice.

Four Powerful Documents on Defense

Free of the pedantic jargon that often mars expressions of educators, four recently published pamphlets on the relationships between education and defense are receiving wide distribution. They are as follows:

Democracy and Education in the Current Crisis. A statement by the faculty of Teachers College, Columbia University. Contains an interesting list of 60 tenets of democracy. Single copies are free. Copies in quantities, \$1.80 per 100. Address Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York, New York.

Education and the Defense of American Democracy. The second of a series of reports issued by the Educational Policies Commission. Outlines a comprehensive proposal for energizing the American schools in the present crisis. Is accompanied with a four-page leaflet of suggestions for local community organization. Single copies, 10 cents; discounts on quantities: 2-9 copies, 10 per cent; 10-99 copies, 25 per cent; 100 or more, 33⅓ per cent. Address National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Education and the National Defense. A state-

ment by the American Council on Education, prepared in connection with a study of international events conducted for several months. Copies are free. Address the Council at 744 Jackson Place, N. W., Washington, D. C.

Youth, Defense, and the National Welfare. Recommendations adopted by the American Youth Commission at a special session on July 22-24, 1940. Contains specific conclusions in connection with legislation for compulsory military service. Copies are free. Address the Commission at 744 Jackson Place, Washington, D. C.

National Education Association Publications

The following publications are available from the National Education Association,

120 Sixteenth St., N.W., Washington, D. C.

Married Women Gainfully Employed. 1940. 31 pages. 25 cents.

The Effect of Tenure upon Professional Growth. 1940. Report by the Committee on Tenure. 16 pages. 25 cents.

Review of Educational Research, June, 1940. "Teacher Personnel." \$1.

New Government Publications

Credit Problems of Families. 1940. 99 pages. Educational Office, Vocational Division Bulletin 206. 20 cents.

Commercial Travelers' Guide to Latin America: Part 3. Mexico, Central America, and Caribbean Countries. 1940. 238 pages. Maps. Bureau of Foreign and Domestic Commerce, Trade Promotion Series 208. 40 cents.

Significant Events in Education

Excerpts from Edpress News Letter, issued by the
Educational Press Association

One-Fourth of the Nation Goes to School. Basic in all that America is and hopes to be is its gigantic school system, embracing nearly 125,000 distinct school districts, maintaining over 266,000 separate schools and colleges, giving training to infants of two and oldsters of eighty, including in its roster of pupils and teachers a quarter of our entire population.

Aside from special defense activities, the normal procedures form a major part of national life in the war emergency. President Roosevelt, for this reason, issued during August the following warning and appeal:

"We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. . . . Young people should be advised that it is their patriotic duty to continue the normal course of their education unless and until they are called, so that they will be well prepared for the greatest usefulness to their country."

Here are some highlights from U. S. Office of Education on 1940 back-to-school figures:

Pupils: Total about 32,285,000. Nursery schools, 50,000; kindergartens, 680,000; elementary, 21,550,000; high, 7,160,000; colleges and universities, 1,425,000. Slight increases in kindergartens and colleges and slight drops in elementary and high schools.

Teachers: Elementary schools, 725,000. High schools, 315,000. Approximately one elementary teacher for every 30 pupils and one high school teacher for every 23 pupils.

National Co-ordinating Committee on Education and Defense. Called jointly by the National

Education Association and the American Council on Education, representatives of forty-eight national educational organizations met in Washington on August 5 as the National Co-ordinating Committee on Education and Defense. The purpose of the meeting was to develop a plan whereby an authoritative group might serve as spokesman to the Federal government in all matters pertaining to education in the defense program. The Committee voted to empower the co-chairmen to appoint an operating committee of a smaller number. The members of the Operating Committee were selected and met Friday, September 6, to organize. The names and addresses of the co-chairmen follow:

Co-chairmen: Willard E. Givens, Executive Secretary, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.; George F. Zook, President, American Council on Education, 744 Jackson Place, Washington, D. C.

Secretary: L. H. Dennis, Executive Secretary, American Vocational Association, 1010 Vermont Avenue, Washington, D. C.

N. Y. A. to Depend on Public Schools for Training. Out-of-school projects of the National Youth Administration give part-time work to more than 300,000 young people of both sexes and in addition is supposed to give part-time training. On August 26, announcement was made that hereafter public schools will provide both academic and vocational training to N. Y. A. youth, so that present N. Y. A.-conducted classes will be discarded. This marks an important step in linking youth work programs with existing public educational institutions.

Full Speed Ahead!

FLASH...

Published August 15, 1940

G R E G G

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by

John R. Gregg



160 lessons of advanced shorthand training correlated and graded for sequence.

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- ★ Over 125,000 words of practical, business dictation at the right speeds, and with the right tempo for the student to attain job preparedness. *Systematic provision for transcription training.* One-third of the book consists of beautiful shorthand plate material.
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Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

16,000,000,000 Tin Cans

Reprinted by permission from a series of advertisements published by the Bank of New York in the New York City newspapers and the leading national magazines.

NAPOLEON in 1795 offered a 12,000 franc prize in order to stimulate¹⁰⁰ the discovery of a method of preserving food for the use of the French army. It was won by Appert,¹⁰⁰ a Parisian confectioner, whose process laid the groundwork for the canning industry of today.

The research¹⁰⁰ work of the can manufacturing industry has been largely responsible for developments leading to¹⁰⁰ the safe preservation of hundreds of varieties of canned foods, and for constant progress in improving the¹⁰⁰ quality and reducing the price of its products.

Over 200 American factories are engaged¹²⁰ in the manufacture of nearly 50,000,000 tin cans a day or more than sixteen billion a year, with a¹⁰⁰ value exceeding \$350,000,000. Of this enormous total about eleven billion¹⁰⁰ cans are used for food products and the rest for paint, oil, tobacco, beer, and chemicals.

The can manufacturing¹⁰⁰ industry buys materials produced by other industries to the extent of nearly \$250,000,000¹⁰⁰ a year. Latest available figures indicate that the industry provides employment to¹⁰⁰ more than 30,000 wage earners, an increase of forty-two per cent since 1933, while its¹⁰⁰ annual payroll of nearly \$40,000,000 represents a rise of over sixty per cent in the¹⁰⁰ same brief period. (264)

Pioneers and Pessimists

From "Clement Comments"
published by the J. W. Clement Company

HERE ARE SOME INTERESTING FACTS about machines, jobs, and inventions that were brought out during the celebration¹⁰ last February of the 150th anniversary of the American patent system.¹⁰

Eighty-four per cent of all machines invented in this country are labor serving, rather than labor saving.¹⁰⁰ That is, they are designed to create entirely new products or services, or improve old products or services.¹⁰⁰

One out of every seven persons employed in American industry today works for one of the¹⁰⁰ fourteen new industries that did not exist in 1870. These new industries owe their existence¹⁰⁰ to inventions.

Between 1900 and 1930, the period of most extensive machine¹⁰⁰ development in this country's history, the number of jobs increased at the rate of 68 per cent,¹⁰⁰ while the population was increasing 62 per cent. The inventor was behind those extra jobs.

No one¹⁰⁰ can deny that temporary displacements sometimes occur when new machines are installed. But, in the long run,¹⁰⁰ inventions have created far more jobs than have been destroyed by these changes. The case of the mechanical¹²⁰ refrigerator is interesting because it is commonly said that the poor iceman was put out of a job by¹⁰⁰ the gas and electric refrigerators. Yet Justin W. Macklin, First Assistant Commissioner of¹⁰⁰ the United States Patent Office, says that manufacturers of mechanical refrigerators today¹⁰⁰ employ almost twice as many workers as were ever engaged in manufacturing ice in the United¹⁰⁰ States. And, between 1920 and 1930, when millions of new refrigerators were¹⁰⁰ being sold, the number of ice dealers actually increased from 8,000 to 19,000. Obviously¹⁰⁰ this was due to the advertising of mechanical refrigerators, which had made millions conscious of¹⁰⁰ the health and comfort values of ice. Today, because of mechanical refrigerators, more iceboxes are¹⁰⁰ being sold than before this supposed enemy of the iceman was ever born.

Over the long haul, and if given¹⁰⁰ a fair chance to go ahead, that's the typical course of most inventions. Those who say that machines destroy jobs¹⁰⁰ are the unthinking pessimists of our generation. Yesterday's pessimists bemoaned the end of progress, while¹⁰⁰ the pioneers moved westward to build a greater America and open up undreamed of opportunities.¹⁰⁰ Tomorrow will bring pessimists, too. But the pioneers of every gen-

eration will go forward, despite⁹⁹ the attacks of pessimists, to open up new frontiers for agriculture, industry, the arts and professions. (500)

BETTER do a little well, than a great deal badly. (9)—*Socrates*

Constructive Planning

THE great difference between men who succeed and those who fail is the great difference between their minds! The most vital⁹⁸ things in your life are your mental attitudes. Your life at this moment is but the massed result of the mental¹⁰ attitude of your yesterdays.

The first step toward your desires is taken when you realize that you can control⁹⁹ mental attitude. You can't think one way and act another way—you can't think failure and then build success. Acquire⁹⁹ a dominant desire; it is a strong incentive for success.

Know what you want, and then acquire an intense⁹⁹ desire for it. Make up your mind what you want the years ahead to do for you, and then bend everything in your¹⁰⁰ life, directly or indirectly, to serve that one aim. (130)—*From Jobs and Careers.*

Glassmaking

From "How to Know and How to Sell Quality Glassware," issued by the Fostoria Glass Company, Moundsville, West Virginia (Copyright, 1937)

HISTORY. A curious legend recounts the origin of glassmaking—a legend which reads like a chapter⁹⁸ from "The Arabian Nights." Once upon a time, thousands of years ago, a group of Phoenician sailors stopped on⁹⁹ a shore of clean white sand to cook a meal. Their cargo was composed of nitre, a crude form of soda, used for⁹⁹ embalming the dead. Since the sand-covered shoreline was entirely devoid of stone, blocks of nitre were used to support⁹⁹ the pot in which they were cooking, and dried seaweed was used for fuel.

Lo! the next morning, the sailors were amazed¹⁰⁰ to discover shapeless lumps of glass embedded in the ashes. For quite unknowingly, these simple but adventurous¹⁰⁰ Phoenicians had combined the chief ingredients which make glass: sand, nitre, potash (the alkali element¹⁰⁰ of seaweed) and fire.

This is an interesting legend, but like so many, it is undoubtedly fiction¹⁰⁰ founded on facts. For scientists say that no heat from a mere outdoor fire could be intense enough to melt these¹⁰⁰ elements into the substance called glass.

It does serve to remind us, however, that man has been making glass for more⁹⁹ than five thousand years, and that even today, substantially the same manufacturing methods are employed as⁹⁹ in those dim and distant times.

From 4000 B. C. to 1608 A. D. is a big jump, but, since that⁹⁹ latter date marks the beginning of glassmaking in America, a brief word about this early venture is⁹⁹ worthy of mention. It is not entirely unfair to say that glass helped "to buy America." You remember⁹⁹ how much the Indians prized glass beads. In fact, for a time these were a medium of exchange for barter and trade.⁹⁹

Thus, it was only natural that as early as 1608, glassmakers were brought to Jamestown, Virginia.⁹⁹ Here a Glass Factory was built to make simple articles and beads for the Indians. From this⁹⁹ humble beginning, the American industry started.

After years of trial and error, our infant⁹⁹ industry began to find itself. Shifting to various localities, it finally centered largely in West⁹⁹ Virginia and Pennsylvania, which today are the two greatest glass producing states. There are two reasons⁹⁹ for this concentration: these states are rich in natural gas, an ideal fuel for glass furnaces. They are⁹⁹ equally rich in sand beds of finest quality. In fact, the white sand mined in the mountains of West Virginia¹⁰⁰ is equal in purity even to the sand from the famed fields of Fontainebleau in France. Another factor⁹⁹ enters into this industrial concentration. Natural gas is found in or close to large deposits of⁹⁹ bituminous coal. So when natural gas peters out, as it eventually does, manufactured gas is⁹⁹ cheaply produced from the coal sources so near at hand.

WHAT IS GLASS? Many people think that glassware is melted sand.⁹⁹ That is not entirely true. Sand itself will not melt under three thousand degrees of heat. There are only a few⁹⁹ rare metals, like platinum, that can be used to hold the sand for melting at such high temperatures. Thus it is⁹⁹ not practical to melt sand by itself on a commercial scale.

If a sufficient quantity of soda⁹⁹ ash or potash is mixed with the sand, these chemicals act as fluxes (on the sand) and will reduce the melting⁹⁹ temperature to 2400 degrees. Crucibles or "pots" made of hard-burned fire clay will withstand this temperature⁹⁹ without softening or collapsing and therefore are used extensively in the melting of glass.

In⁹⁹ addition to sand and the fluxes, either lime or lead must be added to the batch as basic materials in⁹⁹ order to make a tough, stable glass that will withstand the weathering action of the atmosphere.

Sand is the most⁹⁹ important single element used in making glass. Quality glass is made from the purest, most expensive sand.⁹⁹ Fostoria uses only snow white West Virginia sand; refined both before and after it comes to the⁹⁹ factory. First of all it is pulverized into a powder. Then it is washed to remove all foreign material.¹⁰⁰ Next it is baked to destroy all vegetable matter. Uniform grains are obtained by sifting through copper⁹⁹ gauze. This assures that all grains will melt uniformly.

Particles of iron, found in all sand, are⁹⁹ very injurious to crystal glass. When these iron particles melt in the fire pot, they act like a pigment⁹⁹ to discolor glass. As a final precaution, all Fostoria sand passes over a roller magnet which⁹⁹ picks out any remaining iron particles.

There are two general methods of shaping molten glass: (a) blowing⁹⁹ to produce blown glass, (b) pressing to produce pressed ware.

BLOWN GLASS. Blown wares are shaped much the same way soap bubbles are⁹⁹ blown. Blown glass is handmade—a primitive method which is still used by master craftsmen to shape graceful, regal stemware⁹⁹ and other light, delicate articles. The process requires great skill and a dexterity.

which, like juggling,¹⁰⁰ must be learned in early youth. There are two *principal* classes of blown stemware.

In the "pulled" or "drawn stem" process, the "gatherer" first dips a long steel blowpipe into a pot of glass. Then with a dexterity which makes it look like¹⁰⁰ a simple feat, he gives the pipe a turn or two and brings it out with a shapeless dab of glass clinging to it. A¹⁰⁰ roll on an iron slab, a puff of breath through the pipe, and it is handed to the blower. The blower sits on a¹⁰⁰ high bench which has long, extending arms. He lays the pipe across these arms and rapidly rotates it, using the palm¹⁰⁰ of one hand with a swift dexterous motion. In his other hand is a pair of pincers with which he turns and draws¹⁰⁰ a stem from the hollow *plastic* glass on the end of the pipe. Now he stands and lowers the "gather" into a carbon-¹⁰⁰lined mold, blows and turns gently, and withdraws an object which looks like a footless lamp base.

The pipe is passed to a¹⁰⁰ foot maker, seated on another long-armed bench. To him is brought a small dab of hot glass, which he sticks upon the¹⁰⁰ end of the stem. With a wooden paddle and a few deft motions, he shapes this into a *symmetrical* foot. Now¹⁰⁰ the object, which still looks like a lamp, has a base. It is *separated* from the blowpipe, caught up and carried to¹⁰⁰ the annealing oven.

After the glass has been tempered, the top is *mechanically* cut off with a diamond¹⁰⁰-pointed needle. And thus the lamp-like object is *transformed* into a goblet ready for further and final¹⁰⁰ finishing processes.

In the "pressed stem" process, the bowl is blown first. While the blown bowl is still hot, it is placed in¹⁰⁰ a mold, the top part of which is shaped to form (in one pressing operation) the desired stem and foot.

A pulled or¹⁰⁰ drawn stem is always perfectly smooth, symmetrical and devoid of pattern effects such as flutings or rosettes.¹⁰⁰ The pressed stem, however, can be any desired shape or pattern according to the design of the mold in which¹⁰⁰ it is formed. The pressed stem process has a further advantage; color and clear crystal or two different colors¹⁰⁰ can be combined, the bowl can be of one color (or clear crystal) and the stem of clear crystal or any other¹⁰⁰ desired color.

PRESSED GLASS. The heavier pieces, such as cups, vases, plates, and bowls are usually made by pressing.¹⁰⁰ In "gathering" for pressing, a tool called a "punty" is used. This is an iron rod about *six feet* in length¹⁰⁰ with a knob formed at the gathering end and with the other end enlarged to give the gatherer a grip in turning.¹⁰⁰ Here, too, great skill is required to collect the proper weight of glass and to deliver it to the mold in a¹⁰⁰ compact mass. The "punty" is swung around so that the gathering end hangs over the mold. The glowing, incandescent¹⁰⁰ glass rolls down.

With a pair of shears, the presser cuts off just enough weight of glass for the piece being made. This requires¹⁰⁰ long experience, a quick and *accurate* judgment.

The pressing mold is made of cast iron, highly polished.¹⁰⁰ In itself this is an expensive piece of mechanism. Mold-making is a craft which re-

quires *technical skill*¹⁰⁰ in designing and *absolute* accuracy in finishing.

The mold must be kept hot in order that the glass¹⁰⁰ may not be chilled on its surface as it enters the mold and thus be wrinkled or cracked by the sudden *contraction*.¹⁰⁰

The mold containing the viscous glass is now slid under a plunger. By pulling on a long lever at the¹⁰⁰ side of the press, the presser brings the plunger into the glass, forcing it evenly into the mold, stopping only¹⁰⁰ when his experienced touch tells him that he has filled the mold completely.

FINISHING. When the glass has hardened,¹⁰⁰ the plunger is removed and the piece of ware is taken from the mold. It is now reheated in what is called a¹⁰⁰ "glory hole." This produces a lustrous fire-polish and also softens the glass so that the finisher can give¹⁰⁰ the piece its final form as he turns it and shapes it with his wooden paddle. Fostoria pieces are reheated¹⁰⁰ a number of times to assure a beautiful sparkling finish and undergo three separate grinding¹⁰⁰ operations to remove sharp edges. Next comes the "glazing" process, in which blown wares are subjected to a flame that¹⁰⁰ hits just the top edge. The heat *slightly* melts or softens the rim until it becomes perfectly smooth and round. This "glazing"¹⁰⁰ process also makes the rim of fragile stemware less liable to chip.

Many Fostoria pressed wares are¹⁰⁰ also ground on a stone wheel to smooth off rough or jagged edges. Then hand-polishing on a wooden wheel restores¹⁰⁰ the *original* richness and luster of the glass.

Smooth, even edges *distinguish* quality glass from inferior¹⁰⁰ grades. Cheap glass cannot afford the many grinding and polishing steps required to produce perfect pieces. (1740)

[Only the italicized words are beyond the vocabulary of the first Eight Chapters of the Manual.]

Somebody Said

THE secret of your success lies in the careful study of yourself and your opportunities. Don't take work you²⁰ are not suited for. If you are a shoemaker, don't try to preach. Stick to your job. Each man is a sort of Yale key⁴⁰ that will go smoothly into a certain lock. Your success depends on finding where you belong—getting there and staying.⁶⁰ Get a fit—the sooner in life you can get fitted, the more you can accomplish.—from "The Wood Carver," published by Klise Manufacturing Company, Grand Rapids, Michigan. (75)

Graded Letters

For Use with Chapter Four of the Manual

By GERTRUDE E. MORRISON

Dear Sir:

Have you been in our new store recently? Have you seen our new lot of Fall suits? We have any number of²⁰ new suits and overcoats with character. Look over the list: wools, heavy and loose-weave—non-wrinkling tweeds—tweeds to suit⁴⁰ any whim.

The House of King has been in the clothing

business here in this city for over twelve years. It employs⁹⁰ only experienced workmen who "know their stuff." They know that King's suits are supposed to have "swank" and "dash" and they do⁹⁰ their duty—swank is what each one of our suits has. That's sure. Come in and examine the dozens and dozens of overcoats¹⁰⁰ and suits.

We also carry sweaters, swim-suits—and yard goods, too. The latter comes in many widths, embracing¹⁰⁰ heavy wools, heavy and loose-weave tweeds for Fall and Spring wear. So you choose your weave and we cut your suit—a suit that meets¹⁰⁰ your particular needs.

We must make one thing clear, though. You cannot look swanky in a cheap cut-rate suit. To be frank¹⁰⁰ with you, they cannot fit you as ours do. We have two slogans: "A suit that suits" and "You can't go wrong with a King Kong¹⁰⁰ Tweed." We place special emphasis on this: Our King Kong suits are made for particular young men and you will look¹⁰⁰ exceedingly well in one of them at very small expense. Our force is on duty evenings at this season of the¹⁰⁰ year. Come in and we will show you that you can look up-to-date without dipping into your savings.

Remember, our¹⁰⁰ purchase-charge plan for the wage-earner makes dressing as young men in your position should, exceedingly easy for¹⁰⁰ you.

Come in and bring "the gang." They'll thank you once they see our King Kongs.

Yours very truly, (275)

Graded Letters

For Use with Chapter Five of the Manual

By FRANCES R. BOTSFORD

Dear Diana:

Did you read the announcement of the findings of that experiment the Lyons Shoe Factory¹⁰⁰ carried on to see what effect diet had on the production of their employees?

Here are the highlights of the¹⁰⁰ report in this morning's Pioneer Gazette. Now will you keep on going without breakfast or lunch!

"Many reliable¹⁰⁰ women, hired for the tedious process of sewing, were persuaded to join in this experiment, and¹⁰⁰ each promised to comply with the few simple orders applying throughout the appointed time. One group was to eat¹⁰⁰ only three regular meals each day, while their companions, organized into another group of the same size,¹⁰⁰ made an agreement to eat twice each day between regular meals, once prior to the noon lunch, and again in the¹⁰⁰ afternoon. The groups were as nearly uniform as could be arranged, sewing the same style of shoe and using the same¹⁰⁰ type of equipment. With payment rising for each unit completed, they realized the price of idle time and¹⁰⁰ utilized every working moment.

"The workers wise enough to take advantage of the opportunity¹⁰⁰ to sit down and eat a nice lunch not only genuinely enjoyed their treatment, but profited by it. And with the¹⁰⁰ renewed vim supplied by these in-between 'snacks' found they could sew more shoes per person each hour than the other group. The¹⁰⁰ added dollars they re-

ceived was their prize and they enjoyed the satisfaction of excellent performance on¹⁰⁰ the job.

"This experiment, while only a sample of others along the same line, is used as proof that workers might¹⁰⁰ produce more if they ate more often than is now regularly done. Such an idea may be new and strange¹⁰⁰ in this country, but it is quite the fashion in wide areas across the sea. People will not consume an ounce¹⁰⁰ more food under this kind of arrangement than they do now—they simply eat less at a time but eat more often."

Get the idea!

Yours,
Leona (340)

Graded Letters

For Use with Chapter Six of the Manual

By HENRIETTE L. BONN

Dear Mr. Brent:

We are endeavoring to find all available home talent for the Indian pageant which¹⁰⁰ will be held here on Friday, October 25 and make it a great event. Can we count on you to handle¹⁰⁰ the difficult work of painting native designs on the background screens to be used for this impending occasion?¹⁰⁰

Sincerely yours, (63)

Dear Mr. Bryant:

The doors of our new laundry building will be opened for your inspection Tuesday, November¹⁰⁰ 5. It will be a pleasure to show our clients through our remodeled plant with its many improvements. Many new¹⁰⁰ devices, replacing previous old-fashioned equipment, will enable us to handle soiled clothes with greater¹⁰⁰ dispatch. You can depend on prompt delivery.

For high-quality work, resolve to count on us to be responsible¹⁰⁰ for your laundry problems.

Yours cordially, (89)

Gentlemen:

We call your attention a second time to our invoice of September 3.

These high-quality paintings¹⁰⁰ were sold below the catalogue listings and your remittance was to have been sent promptly upon their delivery.¹⁰⁰

We dislike to take this stand, but if your check does not appear by Saturday, October 19, we shall¹⁰⁰ be obliged to draw a draft on you.

Sincerely yours, (69)

Dear Mr. Grant:

I believe I have found the type of building you had in view. Our agent will endeavor to get¹⁰⁰ you Wednesday, October 16 and take you out to inspect it.

This house has a quaint and haunting beauty that appealed¹⁰⁰ the instant I beheld it. There are approximately five acres of land around it. The grounds in front of¹⁰⁰ the house have been planned to lend enchantment with their gently sloping lawns, old trees, and blooming plants, all blending in a¹⁰⁰ primitive profusion. The land in the rear would yield a sufficient quantity of food-stuffs for your needs.

The rent¹⁰⁰ is reasonable. The owner has planned to repaint the house besides having a carpenter do some repair work.¹²⁰

Yours very sincerely, (124)

A Tank-Town Drama

By HOWARD BRUBAKER

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Part II

THE FIRST INTIMATION of disaster was a violent honking in front of the shop. William¹⁷⁰ Pickerel, alias "Pickles," the red-headed boy-of-all-work, opened the garage door, and was rewarded¹⁷⁵ with two insulting snickers. What came out of the cold was that swagger, new lemon-colored sports roadster, the Baby¹⁸⁰ Grand, owned and operated by Jane and June Baylor. The sixteen-year-old twins were having education pumped into¹⁸⁵ them at a select filling station over Hudson River way and they had not infested Apple Tree Lane¹⁹⁰ for fully three months. Now they jumped out of the car, rushed for Tink with open arms, and gave him a couple of hearty¹⁹⁵ smacks.

"Get a load of us, darling. We're the new streamline, wind-swept, knee-action models," Jane said.

The girls were indeed¹⁹⁵ sensational in modish suits of jay-bird blue. Red sweaters and red socks protruded, and their flat, pancake berets matched²⁰⁰ the paint job on their car.

"How come you kids are home already? Did they kick you out of the culture works?"

Both talked at²⁰⁰ once, but it was June who conveyed the grand and glorious news:

"Lily Hinklemeyer has the scarlet fever."

She²⁰⁰ was a classmate, and the authorities had decided to play safe and adjourn school two weeks early.

"Good old Lily²⁰⁵ will probably be voted the most popular girl in the—what's that?" June's eyes opened wide in astonishment.²¹⁰ "Jane, do you see what I see?"

They fell upon poor old Darty with whoops of girlish glee. Tink was pretty severe with²¹⁵ the young half-wits. He explained that this Darton was the finest example of the art of Daniel Bushnell:

"This swell²²⁰ motor is going strong after ten years' service, and that's more than will ever be said for your—Hey, Jane, keep your snooty²²⁵ nose out of those boxes. That stuff is private."

"Well, if that isn't a cockeyed face!"²³⁰ Jane was alluding, not to²³⁵ Tink's stern and rockbound countenance, but to something she had pulled out of a carton. "Looky, June; isn't that too cute?"²³⁵

"Puppies, too!" Jane cried. "Why, they're terribly amusing. Who owns these things, Tinky?"

He had not looked into the boxes,²⁴⁰ although they were not tied, so he was surprised at seeing the cloth dolls and dogs the J-birds were raving about. They²⁴⁵ were exactly like Cynthia's brood to which he had been invited to play papa.

"The car," he said, "belongs to²⁵⁰ a lady out in

Blue Rock, and I'm now going to take it home. Scram!"

"She must have as many children as the old²⁵⁵ woman who lived in a shoe," Jane said. "There are dozens of these things. I'll bet she has them for sale. Who is she, anyhow?"²⁶⁰

"A gentleman never tells! . . . Hello, Clint, what's up?"

For the company had been enlarged by Clinton Blake, an Apple²⁶⁵ Tree Laner and a deputy sheriff. His call, it developed, was official, not neighborly.

"I BELIEVE²⁷⁰ THAT this here auto is the property of"—he consulted a document—"Mr. and Mrs. David Bushnell,²⁷⁵ of Blue Rock."

"A gentlemen never tells," Jane snickered.

"I see you towing it past the house last night with a lady²⁸⁰ into it." The officer peered at some faded initials on the rusty door. "D.S.B.," he said triumphantly.²⁸⁵ "That's her."

"All right, Hawkshaw. And so what?"

"It is my painful duty to slap an attachment on same for nonpayment²⁹⁰ of debt."

"You can't do that to a customer of mine!"

"Here are the papers all legal and regular. I can²⁹⁵ attach her long as she's in the bounds of Burnley. The machine must stay here till the judgment is satisfied."

He²⁹⁵ exhibited a bill from the Elite Market for some twenty-seven dollars' worth of provender to feed the inner³⁰⁰ Bushnell, plus fees to feed the inner Blake.

"That's not much," Tink said. "I wonder why they're coming down on them so hard³⁰⁵ all of a sudden."

"Couldn't say, unless it's on account of the foreclosure sale advertised in the paper this³¹⁰ morning. 'Course, this machine is personal property. It's not among the appurtenances and hereditaments—"³¹⁵

"What do you mean foreclosure?"

"Ham Larson. He sold these parties the place out there and he holds a three-thousand-dollar³²⁰ mortgage. They're way behind with interest, taxes, and fire insurance, so he had to take steps."

"Why, the penny-³²⁵ pinching old skinflint! He told that dizzy poet—" Tink threw on the brakes. "Look here, Clint, I'll settle this claim and add it³³⁰ on the bill, so I can give that little woman her car!"

"All right, if you want to be a sucker."

Without invitation,³³⁵ the nosy twins trailed along to the garage office and watched Tink exchange a check for a receipted bill³⁴⁰ for beans, bologna, corn meal, and other nutriment, and looking silly, as he always did when caught doing a³⁴⁵ kindly deed. When the officer of the law had departed, June asked severely:

"When did this little woman come³⁵⁰ into your life?"

Jane stuck in her oar: "How come you are buying groceries for a married lady in Blue Rock?"

The³⁵⁵ twins listened to his story popeyed with pleasure. The misfortunes of the Bushnell family brought joy to their girlish³⁶⁰ hearts. They begged Tink to take them out to see if Sally would sell any dolls. He agreed to let them trail behind³⁶⁵ the Darton in the Baby Grand and bring him home. These were his final instructions:

"You wait outside till you're wanted,²⁰⁰⁰ if at all. I've got to tell Sally about the foreclosure."

"Tell them we'll lend them our personal attorney, George²⁰²⁰ W. Baylor."

"Your dad? Do you suppose he'd help?"

"Our lightest wish is his law," said Jane.

"We own him body and²⁰⁴⁰ soul," said June.

IT WAS LUCKY for Tink that he had something to offer, because the interview with Sally was painful²⁰⁰⁰ enough, anyhow. They talked by the kitchen stove, leaving David in the sitting-room and the Thirteenth Century.²⁰⁸⁰

Sally Bushnell had no intimation of the impending foreclosure and she was utterly devastated²⁷⁰⁰ by the news. David must have signed something he misunderstood.

"If we lose our home, Tink, I don't know what we'll do.²⁷²⁰ We haven't anybody to whom we can turn. David is the finest man in the world and a genius, but he²⁷⁴⁰ doesn't commercialize himself. I've been trying to sell these dolls, but I haven't had any luck so far." Sally²⁷⁶⁰ suddenly straightened up and laughed at herself. "After all, it's not your problem."

"Listen, Sally. Those funny-looking²⁷⁸⁰ jay-birds out there are customers of mine—the Baylor twins. Their father is a big New York lawyer. We can make them²⁸⁰⁰ chisel some free advice out of him—maybe they can help you sell your dolls, too.—Suppose we call them in."

"Oh, I couldn't²⁸²⁰ ask help of those ritzie young ladies."

"I could. I used to spank them when they were the size of Cynthia."

HALF AN²⁸⁴⁰ HOUR later the three friends started back to Apple Tree Lane, carrying with them a doll and a dog for which the girls²⁸⁶⁰ had paid cash.

The twins were fresh from new triumphs in a school play and hence were authorities on the drama. They thus²⁸⁸⁰ summarized the Bushnell affair:

Charming poet making immortal literature in a shack in the wilderness;²⁹⁰⁰ brave wife wearing her fingers to the bone making rag dolls to keep the wolf from the door; village Shylock foreclosing²⁹²⁰ the mortgage and turning them all out in the snow.

"I used to see tank-town dramas from the ten-cent gallery²⁹⁴⁰ of the 'opery' house," Tink said, "but this is the first time one busted in my own face." He rounded up a flock of²⁹⁶⁰ vagrant memories. "By rights the fiend should tie the gal to a railroad track."

"But at the darkest hour," said June, "along²⁹⁸⁰ come the Sunshine Sisters in their radiant young womanhood. They foil the villain, lift the mortgage, and save the old³⁰⁰⁰ homestead."

"That lets me out," said Tink, as he alighted at the door of his shop. "I can plunk down a quarter at Tillie³⁰²⁰ Beekman's window at the Imperial any night and see a better show than this. I'm through."

But though Tink sneered³⁰⁴⁰ at this melodrama, certain questions bothered him. He wondered about the strange device on the carburetor,³⁰⁶⁰ evidently for cold-weather starting, and what made it work; he wondered why the old Darton bore the initials³⁰⁸⁰ D. S. B., when David had no middle

name; he wondered why the shrewd Ham Larson wanted to sell these people out,³¹⁰⁰ for Ham was supposed to be land-poor.³¹²⁰

(To be continued next month)

WHAT you are, thunders so loud I can't hear what you say. (9)—Emerson

Bouncing Coins

TAKE TWO COINS that look exactly alike. One is genuine, the other is counterfeit. How can you tell them apart?²⁰ The Secret Service men tell us we should throw them on a table. The coin that doesn't bounce is counterfeit. The⁴⁰ coin that bounces is the real thing.

Life tests men in the same way—by their bounce! The men who do not possess real⁶⁰ worth, quit. The men of value bounce. Lincoln was defeated many times, yet always bounced back and finally bounced into⁸⁰ the White House. Edison failed many times in his effort to invent the incandescent lamp, yet he always¹⁰⁰ bounced back and tried again—and finally he won. In the Hall of Accomplishment, you'll find inscribed the names of the¹²⁰ men who bounced. (122)

Actual Business Letters

Men's and Women's Wear

Mrs. Thomas A. Heffley
1310 Rosedale Drive
Camden, New Jersey

Dear Mrs. Heffley:

Jersey is²⁰ such a joy to wear. If you have tried it you know and you will want to come in and avail yourself of the new shipment⁴⁰ just received from New York of the very latest style for city, country, or campus wear—something for you and⁶⁰ your daughter both at the unusual price of \$14.95 a garment.

These beautiful new⁸⁰ styles are made of soft-to-the-touch wool jersey tailored on clean, classic lines by a famous maker of men's shirts. Just¹⁰⁰ the thing for the early Fall, too—especially for those Fall jaunts around the country, for jersey packs without mussing.¹²⁰

These new models have convertible neck line and buttoned front, and may be had in berry red, plum, Glengarry¹⁴⁰ green, copenhagen blue, brown, or black in sizes 14 to 42.

Stop in at our Sports Shop tomorrow (on¹⁶⁰ the second floor) and make your selection while our stock is still complete.

Very truly yours, (176)

Mr. Harold Brooks
Harkness Hall
Yale University
New Haven, Connecticut

Dear Mr. Brooks:

The new line²⁰ of jackets I described to you when you were here last week has just come in and we will be able to ship yours to⁴⁰ you as

soon as you let us know whether you have decided on the brown or the gray. The jackets are, as I told⁹⁹ you, of medium weight corduroy with sleeves and shoulders lined. The makers sent us a number of additional⁹⁹ patterns of flannel waistcoats, illustrated on the sheet we are enclosing. You may prefer one of these to the¹⁰⁰ pattern that you have selected.

When we hear from you as to your choice of color and pattern, we will send the entire¹²⁰ order—jacket and waistcoat, flannel trousers and elk-hide shoes—by express, prepaid.

Yours very truly, (139)

By Wits and Wags

MRS. NEWDRIVER (to garage mechanic): They say that I have a short circuit. Can you lengthen it while I wait, please? (20)

POSTMASTER: What's that peculiar odor around here?

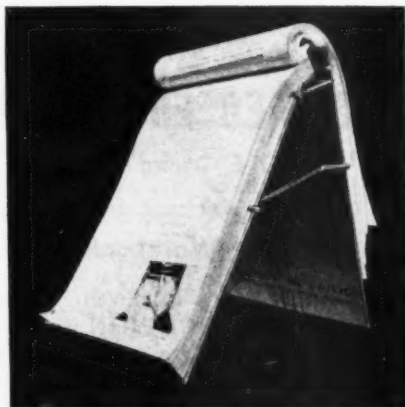
New Clerk: I guess it's the dead letters, sir. (16)

"GEE, that rouge sure looks natural. For a while I thought it was your skin."

"Well, it's the next thing to it." (17)

"MY HUSBAND left me a million dollars when he died."

"My, you're awfully lucky!"



TYPEWRITING BOOK HOLDER

A simple typewriting book holder for double- or single-hinged books, which slips over the cover of the book, making it stand as an easel and bringing the printed page at the proper angle to the eye. Its use will increase the student's progress. It will relieve eye and nerve strain, and make study less fatiguing. Easy to apply—does not damage the book.

Regular price \$.50 each, Postage prepaid. 10 per cent discount for twelve or more. Terms, cash with order, or shipments will be made C.O.D. Regular purchase order from your school will be honored.

W. RAY CHALLONER

300 South Oneida St., Appleton, Wisconsin

"Oh, I don't know. I had five million²⁰ when I married him." (24)

TEACHER: Jimmie, what is a peninsula?

Jimmie: A rubber neck.

Teacher: No, it's a neck running out to sea.²⁰

Jimmie: Well, that's a rubber-neck, isn't it? (28)

NEIGHBOR: I like your radio. How many controls has it?

Man-of-the-House: Two, my wife and my daughter. (19)

VISITOR (in editorial rooms): What do you use that blue pencil for?

Editor: Well, to make a long story²⁰ short, it's to—er—make a long story short. (28)

"SORRY, sir, but I'm all out of wild ducks. I could let you have a fine end of ham."

"Don't kid me. How could I go home²⁰ and say I shot an end of a ham?" (26)

Transcription Speed Project

Instructions for conducting this project are given in the current issue of the
GREGG WRITER

Dear Mrs. Fry:

They said it couldn't be done! They said it was not possible to build a true quality Gem²⁰ Refrigerator and still bring prices down within reach of thousands more people who have always wanted one. But the⁹⁹ new model Gem has done it! It offers you the finest, most beautiful Gem we have ever built, at the lowest⁹⁹ price in our history—a genuine 6 cubic-foot de luxe Gem for little more than \$100. In⁹⁹ making over five million Gems we have learned not only to build well but to build efficiently, to give you more¹⁰⁰ value for less money; so now you get the biggest dollar-for-dollar value we have ever created—an¹²⁰ electric refrigerator more beautifully designed, faster freezing, and more economical in¹⁴⁰ operation than ever before in our history. See the new Gem at your dealer's; then peek at the price and hurry¹⁶⁰ in your order.

Very truly yours, (167)

Dear Mr. Fry:

We want to urge you to go with Mrs. Fry to your local dealer's for a demonstration of²⁰ our new Gem. You will appreciate the mechanical details of construction and operation that bring to⁹⁹ our customers the greatest advance in refrigeration in the last twenty-five years, at the most surprising⁹⁹ price reduction.

Ask your dealer to demonstrate to you our exclusive cold-wall principle, the self-oiling, self⁹⁹-cooling, silent and efficient Gem motor, the simplest cold-making mechanism ever built.

You will both be¹⁰⁰ interested in the new type glass-topped food hydrator, the latest style freezing trays, the extra-large meat tender,¹²⁰ or ice-cube storage drawer, the new stainless chromium shelves. You will agree that the new Gem is the most amazing¹⁴⁰ value ever offered the public.

Yours truly, (149)

The Monkey and the Camel

(October Junior O. G. A. Test)

AT A MEETING of the beasts an ape got up and danced. He danced so very well that he was applauded to the skies.⁹⁰ This moved the spleen of the camel, who came out into the ring to show that he, too, could dance. But the camel danced like⁹⁰ a camel; and the beasts in their rage drove him out of the ring with sticks and stones.

And the moral is that you must not⁹⁰ stretch your arm further than your sleeve will reach. (67)

Don't You Believe that It Can't Be Done!

(October O. G. A. Membership Test)

THERE are plenty to tell you that this or that cannot be done. Do not believe it! When you have tried a thing and failed,⁹⁰ if you ever do, it is time enough to say that you cannot accomplish it. Always remember this fact when⁹⁰ you seek some particular objective.

The truth is that people frequently do not have the stamina even⁹⁰ to try a job that looks as if it might have a little more than average difficulty.

Once, I recall, I⁹⁰ wanted to span a deep and narrow brook. "Do not do it, you'll fall!" So I did not try, although the large and juicy⁹⁰ berries on the other side were tempting. But along came a snake and, quick as a flash, we all jumped safely to the⁹⁰ other side of the stream. See what I mean? (127)

Dear Teacher

W. W. WATT

I am neither old nor stuffy;
I was tutored post McGuffey.

But I cut my second dentals
On the good old fundamentals,
And I'm puzzled by the new pills
Swallowed sweetly by your pupils.

Can't you tip me off this autumn
On the latest dope you taught 'em,
Just to ease my nightly dome work
Doing little Willy's home work?

Thanking you for all the bother,
I remain

A Baffled Father.

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Turse Shorthand Aptitude Test

By Paul L. Turse

Chairman, Commercial Department
High School, Peekskill, New York

For the prediction of success or failure in shorthand. The test measures abilities which are basic prerequisites for stenographic success, supplying objective data for guidance. In communities where the number taking the course or the number of stenographers that can be absorbed by industry is limited, it provides a reliable aid in selecting the most able. It will also yield valuable data for diagnosis, homogeneous grouping, or for indicating special abilities.

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